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ABSTRACT

This compilation lists 286 current second language testing research projects in the United States and abroad. Each listing provides the name of the principal investigator, address, title of project, areas covered by the research, and a 50- to 100-word descriptive statement of the project. Date of completion or projected completion of each project is indicated. The directory is indexed by language and by research area. (JB)

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ED192579

An International Survey of Research in Language Testing: 1977-79

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FL 011 722

Randall L. Jones
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Brigham Young University
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January 1980

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PREFACE

During the past decade there has been a growing interest in research relating to language testing. Many scholars have been experimenting with new techniques for measuring language proficiency. Others have compared existing methods with each other or considered more carefully the problems of validity and reliability in language testing. New terms such as "cloze procedure", "criterion-referenced", "reduced redundancy" and "discrete-point" have become common in the literature.

The purpose of this survey has been to compile a listing of as many current second language testing research projects as possible. The idea for the survey resulted from a realization that many scholars were working independently on similar problems. An awareness of what colleagues at other institutions are doing should reduce duplication and stimulate interest in testing research. The more we know about the work of colleagues in the same field, the more effective we can be in our own work.

It is, of course, an impossible task to make an exhaustive survey on a topic such as language testing. For this project information was solicited in the following ways: 1) A direct mailing was made to members of ACTFL and TESOL. 2) Announcements were placed in professional journals and newsletters in the United States and abroad. 3) Information was sought through correspondence with known scholars in the field of language testing. 4) Interviews were held with language testing specialists at professional meetings. Announcements were also distributed at these meetings. Questionnaires were then sent to every individual who responded to the announcements or had otherwise been contacted. There is no doubt that many worthy projects are not included here, either because the individuals responsible were not contacted, or else the questionnaires were not returned. For this we express our regrets.

This report constitutes the summary of information contained in the returned questionnaires. With a few minor changes, the information is reproduced exactly as it was reported. Each individual was responsible for determining the area of research, languages, etc. that the project dealt with. In some cases there might be a question regarding classification, but it was felt that it would be improper to make changes. It should also be pointed out that because of the time lapse since the project began, some of the addresses may no longer be correct.

The survey was conducted in two phases, thus there are two sets of entries in the report. The difference in type face results from the fact that one part was processed at Cornell University, while the other one was done at Brigham Young University. The move to a new university also caused an unfortunate delay in completing the report.

It is hoped that the information produced by this survey will be of value to language testing specialists throughout the world. It is also hoped that similar surveys will continue to be made in the future. I am grateful to the U.S. Office of Education for providing the financial support necessary to conduct the survey. I also wish to express my gratitude to the many colleagues who took the time to respond to the questionnaire. I would be happy to correspond with them about matters concerning language testing.

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1.
Name: Palmer Acheson
Address: Concordia University
1455 de Maisonneuve H-407
Montreal, P. Quebec, Canada H3G 1M8
Associates: Louis Remillard
Title: The role of English as a second language in Quebec junior colleges
Areas: proficiency, achievement, attitude
Languages: English
Description: We are testing students for proficiency, achievement and attitude, and are asking their teachers for additional information about ESL in the colleges.
Status: EDC: December 1977

2.
Name: John V. Adams
Address: English Department
Humancao University-College
Humanacao, Puerto Rico 00661
Title: Language practice and the long-term unsuccessful language learner
Areas: communicative competence, cloze
Languages: English
Description: I am using a cloze test and a test of communicative competence. The test of communicative competence utilizes a rating scale based on the FSI which I modified to suit my specific purposes. Next year I hope to do research involving cloze testing.
Status: EDC: Fall 1977

3.
Name: Charles Alderson
Address: Unidad de Investigacion y Desarrollo
Centro para la Ensenanzo He Lenguas Extranjeras
Universidad Nacional Autonoma de Mexico
Mexico 20, D. F. Mexico
Associates: Stephen Bastien
Title: Reading Comprehension Project
Areas: proficiency, reading
Languages: English
Description: The development and validation of tests of reading proficiency, in parallel form, for students who need to read academic articles in English.
Status: EDC: December 1977

4.
Name: Charles Alderson
Address: (See #3)
Associates: Laura Cao Romero
Title: The evaluation of ESP materials using general and specific testing
Areas: proficiency, achievement, reading
Languages: English
Description: The project is primarily an evaluation of language teaching materials, designed for a specific purpose (ESP),

but is also intended to provide information on the usefulness of tests of English for Special Purposes.
Status: Will soon begin; EDC: September 1977

5.
Name: Charles Alderson
Address: (See #3)
Title: The Cloze Procedure as a measure of English language proficiency for non-native speakers.
Areas: proficiency, cloze
Language: English
Description: The investigation of the reliability and validity of the Cloze Procedure as a measure of English language proficiency for non-native speakers. The study also uses native speaker school children as comparisons. Aspects of the study include: level of text difficulty, deletion frequencies, scoring procedures-semantic and grammatical.
Status: EDC: December 1977

6.
Name: Antoine R. Al-Haik
Address: Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93940
Associates: Calvin R. Petersen
Title: The Development of the Defense Language Aptitude Battery (DLAB)
Areas: aptitude
Languages: Arabic, Chinese-Mandarin, German, Russian Basic, Spanish, Czech, French, Korean, Thai, Vietnamese
Description: The purpose of this research was to develop and to validate a language aptitude battery for use by the Defense Language Institute (DLI) which offers training in over 50 foreign languages. Predictor and criterion measures were collected on DLI students in 12 languages. Items were selected and grouped through canonical factor analysis of an experimental item pool. Validity was established through prediction of grades. These validities were then compared with those of other tests and predictor variables. The results were that the new battery (DLAB) did produce consistently higher validities than did other predictors. Although differential prediction by languages was also investigated, evidence that it can be achieved was not found in this study.
Status: Completed
Documents: Antoine R. Al-Haik and Calvin R. Petersen, The Development of the Defense Language Aptitude Battery (DLAB), Educational and Psychological Measurement 1976, 36, 369-380.

7.
Name: Edith Allouche
Address: 2034 Heathcliff Dr. #3b
Columbus, Ohio 43209
Institution: The Ohio State University
Title: The Application of Miscue Analysis to the Oral Reading of Vocalized and Unvocalized Hebrew Texts
Areas: reading
Languages: Hebrew

Description: In an effort to compare two interpretations of the psycholinguistic theory of reading in regard to the role of the graphic display in facilitating comprehension, a comparison was made between two grade levels of FLES students in their reading of Hebrew with and without vowels. The readings were done orally and were analyzed in terms of the miscues produced, according to selected categories of the Reading Miscue Inventory (Y. Goodman and C. Burke, 1972).
Status: Completed
Documents: Dissertation

8.
Name: Salvador Alvarez
Address: College of Teacher Education
Box 196
Texas A & I University
Kingsville, Texas 78363
Associates: Thomas D. Horn
Title: The Influence of Phonological Characteristics Upon Spelling
Areas: proficiency, achievement, speaking, writing
Languages: English, Spanish
Description: This study tries to find the relationship existing between mispronunciation and misspelling in English and in Spanish, among Mexican-American second graders, in bilingual education classrooms and in English-only classrooms.
Status: Completed
Documents: "The Influence of Phonological Characteristics Upon Orthography in Mexican-American Second Graders" (August, 1973). Dr. Thomas D. Horn, Curiculum & Instruction, The University of Texas at Austin, Austin, Texas 78712. $4.00 (approx.)

9.
Name: Antonio Amato
Address: Via Val Maira, 20
Roma 00141, Italy
Institution: Istituto di Liugue - Facolta Di Econonia e Commercio - Universita Di Roma
Title: Language Testing and Item Analysis
Areas: proficiency, achievement, speaking, listening, reading, writing, validity, reliability, communicative competence
Languages: English, Italian
Description: Item analysis, Language testing
Status: EDC: December 1977

10.
Name: Bonnie Davis Araman
Address: Dept. of English as a Second Language
University of Hawaii
1890 East West Rd. #570
Honolulu, HI 96822
Title: English Reading Ability of Japanese Students
Areas: proficiency, attitude, reading, cloze
Languages: English
Description: Presentation of maze tests, cloze passages with multiple choice answers such that distractors "fit" syntactically or

semantically. Evaluation of students' responses at various levels of English proficiency.
Status: EDC: December 1977

11.
Name: Helen Aron
Address: 27 Glenwood Road
Fanwood, N. J. 07023
Institution: Union College, Cranford, N. J. 07016
Associates: Martin Kling
Title: Spanish and English Reading Comprehension and Rate of Hispanics Entering a Two-Year College
Areas: Cross-cultural
Languages: English
Description: I am comparing the reading rate and comprehension in English of native students and Hispanics.
Status: EDC: May 1978

12.
Name: George W. Ayer
Address: Department of Modern Languages
The University of Texas at El Paso
El Paso, Texas 79968
Associates: Richard Ford, Fernando Garcia, Diana Natalicio
Title: Development of a Literacy Test in Spanish
Areas: proficiency, achievement, speaking, listening, reading, writing, communicative competence, cloze, criterion-referenced, Dictation
Languages: Spanish
Description: Development of a literacy test in Spanish. Spelling skills to be tested through dictation and m-c with student-generated distractors; writing skills through editing ability; reading skills through vocabulary recognition. Everything to be objective.
Status: EDC: Summer 1979

13.
Name: Thomas W. Bean
Address: Department of Reading, Horrabin Hall
Western Illinois University
Macomb, IL 61455
Title: An Analysis of the Oral Reading Miscues of Hawaiian Islands Dialect Speakers in Grades Four, Five, and Six
Areas: reading
Languages: Hawaiian Islands Dialect (HID)
Description: The Reading Miscue Inventory (Y. Goodman & Burke, 1972) was used to analyze and compare the oral reading strategies of 50 average and below average readers who were speakers of HID. The Hawaiian Islands Dialect Proficiency Assessment (HDPA) (Young, 1974) was used to identify HID speakers. Statistically significant ($p<.05$) differences were found in the oral reading strategies of average and below average readers within and across succeeding grade levels. Dialect (HID) was not a statistically significant factor in the decoding strategies of these subjects. HID miscues were primarily phonological in nature (e.g. /wit/ for /with/) and did not interfere with meaning.
Status: Completed

Documents: "Decoding Strategies of Hawaiian Islands Dialect Speakers in Grades Four, Five, and Six." (Submitted to Reading Reaserch Quarterly)
"Recent Psycholinguistic Research in Reading and Hawaiian Islands Dialect." Paper presented at the International Reading Association Fourth Far West Regional Conference, Honolulu, Hawaii, July, 1976. (Submitted to ERIC Research in Education Index), 4-77.

14.
Name: Josette Beaulieu
Address: College de Maisonneuve
3800 Sherbrooke St. E.
Montreal, Quebec, Canada H1X 2C3
Associates: Wm. Rue, Jean Roy, Gilles Cournoyer, Diana Masny, Keith Boeckner
Title: T.C.A.L.S. (Test de Classement in Anglais Langue Seconde)
Areas: proficiency, listening, reading
Languages: English
Description: A placement test for students entering Francophone CEGEP (U.S. Jr. College equivalent).
Status: EDC: June 1977
Documents: Description of project & progress reports submitted to provincial assembly of ESL dept. chairmen and to Ministry of Education.

15.
Name: A. Beck
Address: 13, rue de Bale, Ostwald
67400 Illkirch-Graffenstaden, France
Institution: INRP, Paris
Associates: Lyeei Kleber
Title: Using placement tests for level groups in secondary schools
Areas: achievement, diagnostic, listening, writing, validity, reliability, communicative competence, translation, evaluation of level-groups
Status: EDC: 1978
Documents: Colriers d'Allemand Didier - Paris
Stage de Vevres des professeuer de langues nueuls Roffort 1974

16.
Name: Sheila Been
Address: Instructional Television Centre
14 Klausner Street
Ramat Aviv, ISREAL
Title: The Use of the Computer for Diagnostic Feedback as an Element in the Learning Process
Areas: diagnostic
Languages: English
Description: The tests are given at fortnightly intervals. Multiple choice questions are supplied. Each distractor represents a particular error. (These errors are based on an analysis of the most common errors found among Israeli Learners.) The tests are marked by a computer. Each learner is given an immediate report on his test. The report is personalized; the learner is told exactly what errors he made, and he is directed to work on specially prepared worksheets which concentrate only on his particular needs.
Status: EDC: September 1978

17.
Name: Nelson A. Berkoff
Address: Dept. of English as a Foreign Language
The Hebrew University
Jerusalem, ISRAEL
Title: Recall & Reading Comprehension
Areas: reading
Languages: English
Description: Investigation of the relationship between Recall & Reading Comprehension in English as a Foreign Language (and partially in Hebrew as the native language); and the possible uses of Recall as a measure of comprehension
Status: In progress
Documents: "Reading Skills in Extended Discourse in English as a Foreign Language" (paper submitted to TESOL.)
"Recall in Hebrew & English of Extended Discourse" (paper delivered at the Annual Congress of the Israel Association for Applied Linguistics, held at Bar-Ilan University, July 1977.)
"Recall & Reading" (paper submitted to the International Reading Congress, to be held in Hamburg, August 1978.)
"Recall as a Measure of Reading Comprehension of Extended Discourse in English as a Foreign Language" (paper submitted to the Fifth International Congress of Applied Linguistics to be held in Montreal, August 1978.)

18.
Name: Ruth Aronson Berman
Address: Linguistics Department
Tel Aviv University
Ramat Aviv, ISRAEL
Associates: Zafrira Ben-David
Title: Noise-Test in Evaluating the Overall Proficiency of College Students Entering a Program for the Teaching of Hebrew as a Second or Foreign Language
Areas: proficiency, diagnostic, listening
Languages: Modern Hebrew
Status: Near Completion

19.
Name: Ernest M. Bernal, Jr.
Address: Bicultural Bilingual Studies
University of Texas at San Antonio
San Antonio, TX 78285
Associates: Chris Wheeler
Title: ETS—CIRCO
Areas: proficiency, diagnostic, attitude, speaking, listening, culture, reliability, translation, bilingual (English-Spanish) competency
Languages: English, Spanish
Description: CIRCO—test development for young Spanish-speaking children (4-6 years old), attitudes of Chicano children toward standard and ethnic dialects of English
Status: EDC: June 1978

20.
Name: Joseph Bochner
Address: NTID, Dept. of English
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623
Title: 1) ESL tests for use with young deaf adults
2) Assessment of complexity and grammaticality
3) Assessment of variation
Areas: proficiency (1), diagnostic (2&3), reading (2&3), writing (2&3)
Languages: English
Description: 1) Use of an ESL proficiency exam (Michigan Test) with deaf college students
2) Assessment of complexity of written English
3) Assessing variations (errors) in the English of deaf students
Status: EDC: 1) July 1977; 2) August 1977; 3) July 1977
Documents: "An Alternate Means of Assessing the English Skills of Deaf Students" in Teaching English to the Deaf, Vol 3, No. 2, Fall 1976

21.
Name: Helmut Bonheim
Address: English Seminar
University of Cologne
5000 Cologne 41
West Germany
Associates: B. Kreifelts, A.-M. Ertel, Beckers, A. Raasch
Title: University Placement Tests in English and French
Areas: achievement, diagnostic, reading
Languages: English, French
Description: A series of placement tests has been tried out at a dozen German universities and at a number of schools. An intermediate examination in language and literature has also been developed (English only). Interim report published 1976, final report due at end of 1977
Status: EDC: September 1977

22.
Name: John G. Bordie
Address: F.L.E.C.
University of Texas at Austin
Austin, TX 78712
Associates: Mary Galvan
Title: Oral Language Proficiency - Migrant Children
Areas: proficiency, diagnostic, speaking, listening, communicative competence, group norms
Languages: Spanish, English
Description: Determine language proficiency and group expectations for performance under standard classroom procedures. Group evaluation and establishment of both norms and criteria. Primary group is the Mexican American migrant child and the teacher in the migrant classroom
Status: In progress

23.
Name: J. Donald Bowen
Address: Dept. of English
University of California
Los Angeles, CA 90024
Title: 1) Integrative Grammar Test
2) Practice Effect in Proficiency Testing
3) Identification of Irrelevant Distractors
Areas: proficiency (1,2,3), validity (2), reliability (2), grammar (1,3)
Languages: English
Description: 1) Fully objective test administered from tape. Identification of "distorted" forms as heard with all normal reductions, assimilations, and contractions in informal spoken English.
2) Effect on reliability of repeated administration of forms of the Michigan Test of English Lang. Prof.
3) Correlation of ability to identify random lexical insertions with performance on MTELP.
Status: 1) In progress; 2&3) Completed; EDC: Continuing in new phases
Documents: "An Experimental Integrative Test of English Grammar," Workpapers in Teaching English as a Second Language, 9 (June 1975) 3-17.
"Current Research on an Integrative Grammar Test," RELC Journal 9, (December 1976).
"Practice Effect on English Proficiency Testing," paper given at TESOL Conference, (April 1977).
"The Identification of Irrelevant Lexical Distractors: An Editing Task," paper given at AILA Conference on Testing, (April 1977).

24.
Name: Ann Buck
Address: Curric. Co-ord. Centre
448 6 Ave.
Kamloops, B. C., Canada V2C 3R5
Areas: proficiency, achievement, attitude, speaking, listening
Languages: French
Status: EDC: 1978

25.
Name: M. K. Burt
Address: Bloomsbury West, Inc.
166 Caldecott Lane, 4th floor
Oakland, California 94618
Associates: H. C. Dulay and E. Hernandez
Title: Bilingual Syntax Measure II
Areas: proficiency, diagnostic, speaking, listening
Languages: English, Spanish
Description: National field testing of the Bilingual Syntax Measure II, in Spanish and English. Instrument designed to measure language dominance and oral proficiency for students in grades 4-12. BSM-II being published by Psychological Corporation, New York, New York, in Fall 1977.
Status: EDC: Fall 1977 (field test edition),
Spring 1978 (final edition)

26.
Name: Magdelhayne F. Buteau
Address: Faculty of Education
McGill University
3700 McTavish Street
Montreal H3A 2T5 Canada
Associates: Pierre Davoust Sivres, Yvonne Crouzet
Areas: proficiency, achievement, diagnostic, attitude, speaking, listening, reading, writing, culture, communicative competence, cloze, criterion-referenced
Languages: French
Description: Inventory of existing tests and of research involving the use of such tests. Publication of list of tests; analytical bibliography
Status: EDC: 1980

27.
Name: Donald R. H. Byrd
Address: The English Language Center
LaGuardia College (CUNY) & CUNY Grad Center
31-10 Thomson Ave.
Long Island City, NY 11101
Associates: James Weaver
Title: Part of CUNY Chancellor's Fund Grant to develop ESL materials for adults
Areas: proficiency, cloze, criterion-referenced
Languages: English
Description: To develop a commercially available proficiency test in English as a second language for adults to test proficiency in grammar, appropriateness of language, and paraphrases. Test will consist of two forms.
Status: EDC: Summer 1977

28.
Name: William Cahill
Address: Killeany Bldg. Rm. 615
460 O'Connor
Ottawa, Ontario, Canada K1A 0M7
Institution: Public Service Commission
Language Bureau
Title: Complexity Analysis
Areas: proficiency, achievement, aptitude, speaking, communicative competence, translation
Languages: English
Description: 1) To establish a Complexity Scale for Public Service first language speech based on French & English Tagmemic Analysis
2) To apply these indicies to graduates of the language program in order to ascertain a first-second language complexity relationship
3) To use those indicies to predict and monitor candidate probable and actual achievement
Status: In progress

29.
Name: Carl-Duisberg-Centren
Address: Hohenstaufenring 30-32
D-5000 Cologne
West Germany
Areas: communicative competence, prognostic
Languages: German
Description: Development of a testing system or procedure to give reliable prognostics on language learning progress for beginners without previous knowledge of German. Testing system must be practicable on applicants of various mother tongues and cultural backgrounds
Status: Will soon begin; EDC: within two years

30.
Name: Ralph M. Carter
Address: College of Education
Texas Tech University
Lubbock, TX 79409
Associates: Betty Criscoe Lanasa
Title: A Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children
Areas: writing
Languages: Spanish
Status: Completed

31.
Name: Emma S. Castillo
Address: Sampaguita St., Sto. Rosario Subdivision, Pateros, Metro Manila, Philippines
Institution: Language Study Center, Philippine Normal College
Associates: Bonifacio P. Sibayan
Title: A Test of Communicative Competence in Pilipino for Prospective Elementary School Teachers
Areas: communicative competence
Languages: Pilipino
Description: The project aims to develop an instrument which will determine the communicative competence in Pilipino of prospective elementary school teachers who are native Pilipino speakers
Status: EDC: September 1977

32.
Name: James E. Catoline
Address: GTE Sylvania Training Operations (STO)
100 First Avenue
Waltham, Mass.
Title: System for Rating Oral Proficiency in Interviews
Areas: proficiency, speaking
Languages: English
Description: Development of interview test package and rating scale which can be used for selection of candidates for training, placement of trainees, and personnel hiring practices. Provides ratings in each of five oral production areas, with evaluation by two or more raters.
Status: Completed
Documents: Reported in ERIC-RIE

33.
Name: James E. Catoline
Address: (See #32)
Title: GTE-STO Language Competency Scale
Areas: speaking, listening, reading, writing, communicative competence
Languages: English
Description: The Scale is used to measure the specific linguistic skills of a student in the four language areas. The effective performance of these skills, which are specific to the various linguistic situations (i.e., academic, technical, social), correspond to levels of language competence. The Scale has 10 levels or ranges for each of the 4 areas (listening, speaking, reading, writing), beginning with the most basic skills at 0.5 and progressing to the most complex at 5.0. Note that this is not a rating system; numerical coefficients are defined in terms of precise descriptive statements about linguistic functions, processes or skills involved in language acquisition. The purpose of the Scale is to standardize objectives of course modules in second or foreign language study (In STO language training programs, course modules are job-spcific or technical); also to permit identification of consistent entry & exit levels for students. The Language Competency Level, which can be used for any language, is normally established by proficiency tests and achievement tests.

34.
Name: James E. Catoline
Address: (See #32)
Title: The GTE-STO English Language Proficiency Test
Areas: proficiency
Languages: English
Description: This instrument, which has been validated for use as a proficiency test, is composed of 100 multiple choice items, divided as follows: Part I: Listening Comprehension (20 items + tape cassette); Part II: Engl. Structure (35 items); Part III: Vocabulary (25 items); Part IV: Reading Comprehension (4 readings, 20 questions). A sample test package includes administrative guide with norms; scoring key; cassette recording; question booklet; answer sheet. Test may be used (1) as a selection instrument for candidates with some knowledge of English; (2) as a placement instrument for ESL or EFL programs; (3) as a proficiency measurement instrument.
Status: Completed
Documents: Reported in ERIC-RIE

35.
Name: Martine Chantefort
Address: 48 rue Pernety
75014 Paris - France
Institution: Universite Paris VII
Associates: Arlette and Jean-Marie Harmand
Title: Designing of a Placement Test for EFL students (not English majors)
Areas: achievement, aptitude, attitude, culture, translation, open-ended
Languages: English

Description: All students not majoring in English must have a credit in English. 2000 students are tested every year (Sept.) in order to have homogeneous group (stress on oral production). Designing of a placement test according to precise linguistic and pedagogical criteria (criticism of the NCQ form of test), followed by an error analysis.
Status: EDC: June 1978
Documents: Article to be published in Les Langues Modernes.
Doctorat de 3e cycle (Ph.D.) to be defended in June 1978.

36.
Name: Toshiko Chomei
Address: 1-119, Sekimachi, Nerimaku
Tokyo 177, Japan
Institution: Ochanomizu University
Title: Study of Common Factors Between Hearing, Speaking, Reading, Writing Abilities.
Areas: achievement, speaking, listening, reading, writing, validity, reliability, cloze
Languages: English
Description: Study of how the common factors between hearing, speaking, reading, writing abilities change in the process of learning English as a foreign language
Status: EDC: 1-2 years

37.
Name: CITO (National Institute for Educational Measurement)
Language Department
Address: P. O. Box 1034
Arnhem, The Netherlands
Associates: Hendrik W. M. Van Den Nieuwenhof
Title: Validation of Listening Comprehension
Areas: proficiency, achievement, listening, validity, reliability
Languages: English, French, German
Description: Validation of existing M. C. listening tests, advanced level
Status: EDC: end 1977

38.
Name: CITO
Address: (See #37)
Associates: T. A. Maas-de Brouwer, D. M. M. Samson-Sluiter
Title: Construct Validation of Foreign Language Reading Comprehension Tests
Areas: validity
Languages: English
Description: Various subskills of the reading skills are tested by means of various testing methods. Correlation of test scores
Status: EDC: 1980

39.
Name: CITO
Address: (See #37)
Title: Objective based tests for secondary schools
Areas: diagnostic, criterion-referenced

Languages: Spanish, Russian, English, French, German (as a foreign language), Dutch (mother tongue)
Description: Objective based test series meant for diagnostic use.
Status: EDC: 1980

40.
Name: CITO
Address: (See #37)
Title: Listening Comprehension Tests
Areas: proficiency, listening
Languages: French, English, German (as foreign languages), Dutch (mother tongue)
Description: Listening comprehension tests: short passages followed by 1 multiple choice question. Complete tests consist of 50 related interview passages.
Status: EDC: yearly program tests

41.
Name: CITO
Address: (See #37)
Title: Reading Comprehension Tests
Areas: proficiency, reading
Languages: French, English, German (as foreign languages), Dutch (mother tongue)
Description: Yearly: reading comprehension tests consisting of 5 tests, each test accompanied by 10 multiple choice questions. The questions test whether the student can grasp the information in the test. Tests are taken from all kinds of written materials.
Status: EDC: yearly

42.
Name: John L. D. Clark
Address: Educational Testing Service
Princeton, NJ 08540
Title: Development of "semi-direct" tests of speaking proficiency
Areas: proficiency, speaking
Languages: English
Description: A variety of "semi-direct" speaking tests mediated by tape recordings and/or printed booklets will be compared experimentally to criterion face-to-face interview. Purpose of project is to identify speaking test procedures highly correlated with direct interview and suitable for large-scale administration.
Status: EDC: Fall 1978

43.
Name: John L. D. Clark
Address: (See #42)
Title: Scoring reliability of the language proficiency interview technique
Areas: proficiency, speaking, reliability
Languages: English
Description: Approximately 90 non-native speakers of English were interviewed using the FSI-type procedure and scoring scale. Intra-rater and inter-rater (5 separate raters) reliability correlations will be determined, as well as other indices of

scoring accuracy.
Status: EDC: May-June 1977

44.
Name: Ray T. Clifford
Address: 1725 N. Lilac Drive #25
Golden Valley, Minnesota 55422
Institution: University of Minnesota
Title: Reliability and Validity of Oral Proficiency Ratings and Convergent/Discriminant Validity of Oral Language Aspects of Spoken German.
Areas: proficiency, speaking, validity, reliability, criterion-referenced
Languages: German
Status: Completed
Documents: Forthcoming University Microfilms

45.
Name: CN/AC Linguistic Services
Address: Language Training
800 Dorchester Blvd. West
3rd Floor
Montreal, Quebec, Canada H3C 3N4
Associates: Monique La Mothe, Jean-Pierre Lamarre, Lucie Alexandre
Title: L.F.I. Progress Tests
Areas: achievement, speaking, listening
Languages: French
Description: Four Progress Tests to be given after the study of Books 1, 2, 3, 4 of Le Francais International. The structure of each test is based on the structure of a Placement Test of the Public Service Commission of Canada. For internal use only.
Status: Completed

46.
Name: CN/AC Linguistic Services
Address: (See #45)
Associates: Angela MacRae, Serge Lamarre, Monique Lamothe, Jean-Pierre Lamarre
Title: Oral Interview
Areas: speaking, listening, communicative competence
Languages: English, French
Description: We are about to begin working on an English Oral Interview for testing the English proficiency of CN/AC employees who serve the public directly (ex. train stewards, air hostesses). The preliminary version has already been drawn up in French. The English version will be parallel to the French. We hope to have someone from the F.S.I. come to Montreal to lead a 2-3 day workshop on the subject in French.
Status: EDC: September 1977

47.
Name: CN/AC Linguistic Services
Address: (See #45)
Associates: Angela MacRae, Serge Lamarre
Title: 345 English Proficiency Test
345 Test de connaissance de langue francaise

Areas: proficiency
Languages: English (the same applies for the French test)
Description: We are presently writing an adaptation of a standardized English proficiency test used by the Federal Government. The first three parts, oral comprehension, reading comprehension and written expression, are standard multiple-choice type format. The Oral expression part contains about 30 short-answer questions on tape. The total test will have 130 items.
The preliminary version is now being printed and recorded. We expect to validate the test with about 10 sample testers.
Status: EDC: September 1977
Documents: Unpublished documentation: 345 English Proficiency Test. For internal use only.
345 Test de connaissance de langue francaise. For internal use only.

48.
Name: Andrew D. Cohen
The Centre for Applied Linguistics
The Hebrew University
Jerusalem, Israel
Associates: raphael Nir, Shoshana Blum
Title: 1) Evaluation of Hebrew Ulpan System
2) Developments of Hebrew screening tests (placement) for Army
Areas: diagnostic, listening, reading, cloze
Languages: Hebrew
Description: This is the first evaluational survey of the Hebrew ulpan ever. We are using cloze to compare reading skill after 3, 4, and 5 months respectively (using a cross-sectional design.) In ulpan research 3 different passages are designed. Almost every 7th word--problem of semantic loading in the Hebrew "word" because of multiple inflections.
In the army battery, 2 cloze, 1 reading passage with T/F, 1 m.c. grammar test, 1 passage for LC with T/F questions. Army screening in the past has been almost entirely intuitive.
Status: edc: Nov 1977

49.
Name: E. Condon
Address: IRES Institute
Rutgers University GSE
10 Semiway Place
New Brunswick, NJ 07042
Associates: IRES Staff
Title: Cultural Context of Language Today
Areas: proficiency, achievement, aptitude, diagnostic, reading, writing
Languages: English, French, Spanish
Description: Identification of categories of cultural interference in language tests
Status: In progress
Documents: "The Cultural Context of Language Today," Papers on Language Today, 1967-74, TESOL 1975.

50.
Name: Stephen S. Corbett
Address: 031 Stanley Coulter
Purdue University
W. Lafayette, IN 47906
Associates: William Flint Smith
Title: Learning Style and Treatment Interaction Effects
Areas: diagnostic, learning style (preferred sensory mode)
Languages: Spanish
Description: Testing ELSIE (Edmonds Learning Style Identification Exercise), designed by Harry Reinert for validity and reliability in diagnosing student's preferred sensory modality for learning a foreign language.
Will check for interaction effects between learning style and 2 methods of teaching foreign language (Spanish).
Status: EDC: August 1978

51

Name: W. D. Cousin
Address: Scottish Centre for Education Overseas
Moray House College
Holyrood Road
Edinburgh EH8 8AQ, SCOTLAND
Associates: M. J. Wallace
Title: Cloze Testing
Areas: proficiency, cloze
Languages: English
Description: Validation of cloze tests by correlation with EPTB (Davies test) and other tests.
Status: EDC: 1978

52.
Name: P. T. Culhane
Address: Department of Language & Linguistics
University of Essex
Wivenhoe Park
Colchester, Essex, ENGLAND
Associates: E. Lee, I. Shepherd, M. H. T. Alford, I. Russell
Title: An Examination of the Carroll-Sapon Modern Language Aptitude Test in an English University situation.
Areas: aptitude
Description: An inquiry into the validity of the Modern Language Aptitude Test in an English University situation. The test was examined as a prediction of examination and class marks and was compared with other predictors.
Status: Completed
Documents: P. T. Culhane and others, University of Essex Occasional Paper No. 7, 1970, Reprinted in ERIC Reports Jan. 1977.
P. T. Culhane, The Carroll-Sapon Modern Language Aptitude Test. Paper read at the AILA World Congress 1975, Stuttgart.
P. T. Culhane, The Carroll-Sapon Modern Language Aptitude Test. Special AILA volume on testing -- forthcoming.

53.
Name: P. T. Culhane
Address: (See #52)
Title: MLAT at SEEVIC (South-east Essex Sixth Form College)
Areas: aptitude
Description: An investigation of possible correlations between the short form of the MLAT and examination results at 16+ and 18+ in languages and other subjects. A comparison between university students and pre-university students in performance in the short form of MLAT.
Status: In progress

54.
Name: P. T. Culhane
Address: (See #52)
Title: Distractors in Listening and Reading Tests
Areas: proficiency, achievement, listening, reading
Languages: Russian
Description: An attempt to assess the motives of writers of distractors in order to investigate the nature of reading comprehension and listening comprehension.
Status: In progress

55.
Name: Alan Davies
Address: Department of Linguistics
Adam Ferguson Building
George Square
Edinburgh, SCOTLAND
Institution: University of Edinburgh
Associates: Charles Alderson
Title: Construction of new version of English Proficiency Test Battery
Areas: proficiency, listening, reading, validity, reliability
Languages: English
Description: The EPTB is used by the British Council to test the English proficiency of students seeking admission to UK universities. The new 'D' version provides comparable reading subtests but revises completely the listening subtests.
Status: EDC: 1977

56.
Name: Gordon Doble
Address: Modern Languages Centre
University of Bradford
Bradford, U. K.
Associates: F. M. Willis, U. Sankarraya, A. Smithers
Title: Residence Abroad and the Student of Modern Languages
Areas: proficiency, achievement, speaking, listening, reading, communicative competence
Languages: French
Description: The project, which involved the construction and validation of appropriate language tests, was designed to study the effects of the period of time spent in a foreign culture as part of an undergraduate course in modern languages. The languages used in the study were French and German. My own involvement was with French. German was dealt with by Urma Sankarraya and Helga Wagner.

Status: Completed
Documents: To be published soon by the Modern Languages Centre,
University of Bradford: Monograph: Residence Abroad and the Student of Modern Languages.

57.
Name: Frank E. Donahue
Address: University of Texas at Austin
Department of Germanic Languages
216 Batts Hall
Austin, TX 78712
Title: A Study on the Effectiveness of Visualization on College Students in the Learning of German Vocabulary. (Ph.D. Dissertation 1977)
Areas: achievement, attitude
Languages: German
Description: Study to determine whether visualization facilitates learning German vocabulary. Study involved laboratory and classrom learning situations. Different types or variants of visuals were shown to five groups. Control group saw no slides. Concensus were: B/W vs Color: Color preferences; Color Effectiveness; Effectiveness of visual types; visualization vs. no visualization. Laboratory experiment tightly controlled. Classroom experiment could not be controlled. Attitudes of students also analyzed.
Status: Completed

58.
Name: Dan Douglas
Address: English Language Servicing Unit
Faculty of Arts
University of Khartoum
P. O. Box 321
Khartoum, SUDAN
Title: Study Habits Research Project
Areas: proficiency, listening, reading, cloze
Languages: English, Arabic
Description: To discover and describe study problems of first-year Students in Arts, Economics, Law and Science at The University of Khartoum. Language tests consist of cloze tests in English and Arabic, dictation tests in English and Arabic.
Status: EDC: October, 1977
Documents: Unpublished: Interim Report of Language Testing among preliminary-year Students in our Faculties. Mimeo. 20+ pp. Available from Dan Douglas.
Final Report of project to be published later this year by Khartoum University.

59.
Name: Phyllis J. Dragonas
Address: Director, Curriculum and Instruction-Foreign Languages
Melrose, Mass. 02176
Institution: Melrose Public Schools
Melrose, Mass.
Areas: proficiency, speaking, listening, reading, writing
Languages: French

Description: Comparison of students having reached the end of the sixth
year of French under two separate programs to determine
proficiency levels in the four skills, and to determine the
personality factor as a variable in achievement.
Status: EDC: Fall 1977

60.
Name: Ruth Eckert Dullien
Address: 25 Westmount Rd. N., No. 1705
Waterloo, Ontario, Canada N2L 5G7
Institution: Purdue University and Klondike Jr. High School
Associates: W. Flint Smith, Thomas A. Boyle, Purdue University
Title: Computer Mediated Testing: A Branched Program Achievement Test
Areas: achievement, diagnostic, reading, culture
Languages: French
Description: BPAT serves to focus the computer's capability on
discovering for the learner those areas of special difficulty.
One test can be used in repeated administrations.
Status: Completed
Documents: Proceedings of 3rd Annual Conference on Instructional
Computing Applications, MLJ. December 1976, Volume LX

61.
Name: Tibor von Elek
Address: Language Teaching Research Center
University of Goteborg
S-431 20 Molndal
Title: Projektet AMU-Test (Test of Swedish for Immigrants at the
Swedish Labor Market Schools)
Areas: proficiency, speaking, listening, reading, vocabulary, grammar
Languages: Swedish as a foreign language
Description: Two multiple choice test batteries representing two levels
of difficulty and containing 3 resp 4 subtests have been developed
and validated. An oral test is available as a complement. A study
reporting the findings of about 4000 testings is forthcoming
(Summer 1977). The tests are mainly used as placement tests.
Status: Completed
Documents: von ELEK, Tibor, Invandrarnas fardigheter i svenska:
Rapport fran Projektet AMU-Test. (The Swedish Proficiency of
Immigrants: Report from the AMU-Test Projct) Language Teaching
Research Center, Report No. 4, Goteborg 1977 (Mimeo)

62.
Name: Walter J. Eliason
Address: Rider College
Lawrenceville, NJ 08648
Areas: speaking, listening, reading, writing, cloze, criterion-referenced
Description: No formally organized research in progress. Work is being
done to:
1) Better define and evaluate (for placement) basic skills of
incoming students.
2) Associate the field of "Reading" to that of Language Teaching.
Results in better use of testing to evaluate materials
available to language teachers.

63.
Name: Gerard L. Ervin
Address: 5251 Fifth St. N.
Arlington, VA 22203
Institution: Ohio State University
Associates: Edward Allen, Gilbert Jarvis, and Olga Garnica (dissertation committee).
Title: Evaluations of Communicative Strategies Employed by American Students of Russian
Areas: proficiency, speaking, reliability, communicative competence
Languages: Russian
Description: American college students of Russian described a series of picture stories in the TL. These descriptions were then rated for comprehensibility of 32 specific points by a panel of 12 judges. There were 4 judges from each of the following backgrounds: native speakers of English teaching Russian in American schools; native speakers of Russian teaching Russian in American schools; native speakers of Russian who are not language teachers and whose knowledge of English is minimal. The analysis will examine which strategies (if any) are favored by the students and which (if any) are differentially favored by the judges.
Status: EDC: Summer 1977

64.
Name: Sister Miriam Daniel Fahey
Address: Holy Names College
3500 Mountain Blvd.
Oakland, CA 94619
Associates: California Foreign Language Teachers Association
Title: We are interested to know how prospective teachers are tested for oral and writing skills because the National Teachers Examination does not test these areas.
Areas: speaking, writing
Languages: Spanish, French, German, English as a Second Language
Description: Four years ago the board of CFLTA proposed means of testing prospective teachers in these difficult areas of testing. The Department of Education in Sacramento never accepted the offer because of lack of funds. We have not proposed any examination since then but we are very concerned about the ability of teachers if they are not tested in these areas which seem so important to the field.

65.
Name: K. J. Fairbairn
Address: Dept. of Education
P. O. Box 33
Noth Quay, Brisbane, AUSTRALIA 4000
Institution: Research Branch
Associates: Glyn John
Title: French and German Item Banks
Areas: achievement, listening, reading
Languages: French, German
Description: Development of banks of listening and reading items in French and German at about grade 10 (15 years of age; third year of language) level. Trial data supplied with banks to all schools in Queensland offering the languages.
Status: EDC: October 1977

66.
Name: Alvino E. Fantini
Address: Director
Department of Language Education
School for International Training
Brattleboro, Vermont 05301
Associates: William Dant, Ann Puyana
Title: Y.O.G.A. (Your Objctives, Guidelines & Assessment Form)
Areas: proficiency, achievement, diagnostic, attitude, speaking, listening, culture, communicative competence
Languages: The YOGA is designed for use with any language so our department teaches nearly 50 languages.
Description: Given our special objectives in teaching foreign languages (emphasizing communicative competence rather than just the technical aspects of language, the integration of all forms of communication, and the extension of the course from the classroom to in-country settings) we have given up using most available FL tests. We desire to incorporate our special objectives, test any language and/or language variety (dialects), and make testing an on-going process involving both the teacher and learner. The YOGA was designed to meet these special needs although it would probably not be acceptable in most other formal academic settings.
Status: Completed
Documents: To be described and reproduced in a forthcoming publication between SIETAR and The Experiment, approx. $1.00.

67.
Name: David J. Filimon
Address: 2945 Miday Avenue, N.E.
Louisville, OH 44641
Institution: Stockton State College
Associates: While not an associate directly involved with the design of the project and collection of data, David Harris of Georgetown University advised me on analysis of the data.
Title: English Language Proficiency of 201 Romanian Students of English
Areas: proficiency, listening, reading, validity, reliability, vocabulary and grammar
Languages: English as a foreign language
Description: A statistical analysis was made of the results of standardized tests of EFL taken by 201 Romanian students of English. Subjects represented three levels: 12th graders, university freshmen, and university juniors. Portions of the Michigan battery of EFL tests were used as instruments. The project report describes the exact conditions of the experiment as well as basic stistical informatation (e.g., Pearson r, interprative recommendations based on published norms, etc.)
Status: Completed

68.
Name: Robert A. Fischer
Address: Department of Modern Languages
Southwest Texas State University
San Marcos, TX 78666
Title: Measuring Linguistic Competence in a Foreign Language,

submitted to IRAL smmer 1977
Areas: achievement, reading, writing, validity, reliability, cloze
Languages: French
Description: Initial tests of linguistic competence using multiple-choice and cloze procedures in first year university level French classes.
Status: Completed

69.
Name: Robert A. Fischer
Address: (See #68)
Associates: Jean-Pierre Heudier
Title: The Language Laboratory as Testing Center
Areas: achievement, speaking, listening, validity, reliability
Languages: French
Description: Series of Language laboratory quizzes of linguistic competence in a test-retest framework using audio-visual aids.
Status: Will soon begin; EDC: Spring 1978

70.
Name: James F. Ford
Address: Department of Foreign Languages, CC 425
University of Arkansas
Fayetteville, Arkansas 72701
Title: The Prospective Foreign Language Teacher and the Linguistically and Culturally Different Learner
Areas: attitude
Languages: Attitudes of prospective teachers (FL, English, Math, Social Studies) toward nonstandard English.
Description: Attitudes of the above groups from five institutions in five different regions were compared. The instrument used was the Language Attitude Scale. The English group tended to be more positive, the Social Studies group more negative.
Status: In progress
Documents: Ford, James F., "Language Attitude Studies: A Review of Selected Research," in Issues in the Teaching of Standard English, ed. by Alfred C. Aarons, The Florida Foreign Language Reporter, 12 (Spring/Fall) 1974, pp. 53-54, 100.
Ford, James F., "The Prospective Foreign Language Teacher and the Linguistically and Culturally Different Learner," Foreign Language Annals (forthcoming).
Ford, James F., "The Prospective Foreign Language Teacher and the Linguistically and Culturally Different Learner," unpublished Ph.D. dissertation, The Ohio State University, 1974 (Dissertation Abstracts and Xerox Microfilms).

71.
Name: Janet K. Fuller
Address: 1569-2 Coombs Drive
Tallahassee, Florida 32303
Institution: Florida State University
Title: Natural & Monitored Sequences of Adult Non-Native Students of English
Areas: proficiency, speaking, writing
Languages: English
Description: The study investigates difficulty ordering of English morphemes. It is also tended to provide a data base for Krashen's

Monitor Model of Adult L2 Performance (1975).
Status: EDC: August 1977

72.
Name: Carlos M. Garcia de Paredes
Address: Spanish Program
Personnel Bureau
Building 0602, Corozo Street
Balboa, Canal Zone
Title: To determine level for class placement and to obtain a gain mean at end of six-weeks course.
Areas: diagnostic
Description: A-LM second edition Level I speaking tests after Units 2 and 6. (Language Lab). Test after Unit 2 because it is the very first one and after Unit 6 because it includes drills of "ser" vs "estar".

73.
Name: Robert C. Gardner
Address: Department of Psychology
University of Western Ontario
London, Ontario, Canada
Associates: Padric C. Smythe and Richard Clement
Title: The role of attitudes and motivation in second-language acquisition
Areas: attitude
Languages: French
Description: This project is concerned with the standardization and validation of a battery of attitude/motivation tests. These were developed and pretested on 2000 students in London, and cross-validated on 31 samples (approximately 5000 students) from seven regions in Canada. All were studying French as a second language in grades 7 to 11. Investigations have involved factor analyses of these tests with measures of language aptitude and French achievement, plus in-depth correlational analyses. Other validation research has focused on the drop-out problem, and the relation of attitudes and motivation to language classroom behaviour usefulness of the battery has also been investigated in studying changes in attitude and motivation resulting from bicultural excursions, and also from intensive language immersion programs.
Status: EDC: March 1978

74.
Name: Patricia M. Gathercole
Address: Roanoke College
Dept. of Foreign Languages
Salem, VA 24153
Associates: Lynn Eckman, Patricia Dragon, Mamie Patterson, Inez Good, Martin Favata
Title: Princeton Pre-Testing 1976 to obtain basic questions for H.S.
Areas: proficiency, achievement, reading, writing, culture, translation
Languages: French, German, Spanish, Intermediate & Beginners levels
Status: Completed

75.
Name: Linda J. Gaylord
Address: Lattimore Hall 432
University of Rochester
Rochester, NY 14627
Associates: Dr. William H. Clark, dissertation sponsor
Title: "Communicative Effects of Grammatical Errors Made by Americans Learning French."
Areas: attitude, communicative competence
Languages: French
Description: Frenchmen will react to errors in spoken and written language samples of an American learning French, in order to determine those errors which interfere most with communication by causing either comprehension problems or irritation in native speakers. Guidelines will aid teachers in establishing priorities for error correction.
Status: EDC: June 1978
Documents: This is a dissertation in progress which will be included in Dissertation Abstracts International upon completion

76.
Name: Raphael Gefen
Address: English Inspectorate
Ministry of Education
P. O. Box 292
Jerusalem, ISRAEL
Title: English Matriculation Examination
Areas: proficiency, achievement, listening, reading
Languages: English as a foreign language
Description: Attempts to make the high school standardized leaving examination (matriculation) more valid and reliable in the areas above.
Status: In progress

77.
Name: William Geffen
Address: Department of Foreign Languages
USAF Academy, Colorado 80840
Title: Criterion referenced global foreign language tests
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, culture, validity, communicative competence, cloze, criterion-referenced
Languages: German, French, Spanish
Description: 1) Comprehensive Placement Test (at college entry level)
2) Global criterion referenced achievement tests (midterms, progress, final exams) for Basic and Intermediate courses.
Status: 1) Completed; 2) In progress; EDC: May 1978

78.
Name: Edward V. George
Address: Dept. of Classical and Romance Languages
Texas Tech University
P. O. Box 4649
Lubbock, Texas 79409
Associates: American Classical League Methodology Committee A. (Latin and Basic Skills)

Title: A study of the connection between Latin learning and English language abilities or basic language skills.
Areas: proficiency, achievement, speaking, listening, reading, writing
Languages: Latin, English
Description: The Committee is planning to support a project in the broad area described above. The principal possibility now being considered is a follow-up study of the English abilities of ex-FLES students and control groups in Philadelphia, Washington, D. C., and Indianapolis. The project is still in the planning stage and will be more clearly defined after the ACL Summer Institute Carbondale, IL, June 22-25. We will keep you on the mailing list for further information.
Status: Will soon begin; EDC: June 1979

79.
Name: Brian Gomes da Costa
Address: Luton College of Higher Education
Park Square
LUTON LU1 3JU
Bedfordshire, UK
Associates: T. F. M. Smith, Southampton University, Darryl Whitely, University of the Saarland, FGR
Title: German Language Attainment: A sample survey of universities and colleges in the United Kingdom
Areas: achievement
Languages: German
Description: A cross-sectional survey of the incremental learning patterns over three and/or four years of a sample of undergraduates reading for an Honours Degree in German. An attempt is made to discover and state those factors which are associated with patterned variations in linguistic performance in order to make inferences about what makes for high levels of attainment in reading, writing, speaking and understanding contemporary German at the post-secondary level.
Status: Completed
Documents: German Language Attainment, A Sample Survey of Universities and Colleges in the UK, by B. Gomes da Costa, T. M. F. Smith, and D. Whiteley, 1975

80.
Name: Francisco Gomes de Matos
Address: Centro de Linguistica Aplicada do Instituto de Idiomas
YAZIGI Av. 9 de julho 3166
Sao Paulo, S.P. 01406 BRAZIL
Associates: Arnold Green Short
Title: Admission Test for Teachers of English (Proficiency and Attitude)
Areas: proficiency, achievement, attitude
Languages: English and Portuguese as foreign languages
Description: Preparation of a Proficiency and Attitude Test to be administered to applicants for a teaching positon in the Yazigi school network in Brazil. A preliminary version is being tried out and the definitive edition should be available in January 1978 after thorough field-testing has taken place. A similar project is being undertaken for Brazilian Portuguese. (Admission Test for Teachers of Portuguese).
Status: EDC: December 15, 1977

Documents: Admission Test for Teachers of English, progressive tests (Achievement Tests) used by learners taking our 3rd microprogram in Yazigi English Program (1-6)

81.
Name: Alfredo M. Gonzalez
Address: 489 Ford Hall
University of Minnesota
Minneapolis, MN 55416
Associates: Julio Almanza, Sam Hernandez, Fabiola Franco, Marcela Gaitan
Title: "Bi-Ed Needs Assessment for Hispanics in Minnesota."
Areas: achievement, aptitude, diagnostic, listening, reading, writing, culture, validity, cloze
Languages: Spanish, English
Description: In assessing language proficiencies, the project has in mind to include: Social ramification, region, historical background, futuristic goals, etc.
Status: Will soon begin; EDC: June 1978

82.
Name: Andrew Gonzalez
Address: De La Salle University
Manila, Philippines
Assosiates: Oscar Bauitsta
Title: A standardized reading test in Pilipino for grade school students
Areas: proficiency, reading
Languages: Pilipino (Tagalog)
Description: With the Bilingual Education Policy of the Philippine government, we are now using Pilipino as a medium of instruction for social studies subjects. Thus far, however, we do not have a standardized proficiency test for reading in Pilipino to measure at what level (grade) the students are reading and to place incoming students.
Status: EDC: 1978

83.
Name: P. S. Green
Address: Language Teaching Centre
University of York
Heslington, York (ENGLAND), YO1 5DD
Associates: E. W. Hawkins
Title: Development of a Language Aptitude Test
Areas: aptitude
Description: Development of a language aptitude test for British schools to provide additional information (to that available on proficiency in L2) when pupils are selected for L3 classes or assigned, after school transfer at age 13+, to different continuation classes in L2. The project arises out of a test produced for a study of the effectiveness of the language laboratory in school (1967-72).
Status: EDC: 1979-80
Documents:
1) P. S. Green (Ed.), The Language Laboratory in School-Performance and Prediction ("The York Study"), Edinburgh: Oliver & Boyd, 1975. (in particular chapters 4 & 5)
2) P. S. Green, "Aptitude Testing-An Ongoing Experiment," Audio-Visual Language Journal, Vol. 12, No. 3, Winter 1974-5, pp. 205-210.

3) P. S. Green, "Progress Report on a Language Aptitude Test," unpublished paper read to fourth International Congress of Applied Linguistics, Stuttgart, August, 1975 (available from LTC, University of York).
4) P. S. Green, "Testing for Language Aptitude," NALA (Journal of the National Association of Language Advisers), No. 8, 1977 (Available from P. R. Kearl, Teachers' Centre, Pendower Hall, West Road, Newcastle upon Tyne, England, NE15 6pp.)

84.
Name: Wendell H. Hall
Address: A261 JKB
Dept. of Spanish and Portuguese
Brigham Young University
Provo, Utah 84602
Title: Achievement Tests for Foreign Language Fairs
Areas: achievement, speaking, listening, reading, writing, culture,
Languages: Spanish, French, German, Latin
Description: Has been very informal. Designed, prepared and published a series of tests for foreign language fairs while at Weber State College and in Chile with the U. S. Information Agency. Never succeeded in publishing complete series, except in Spanish. Have used for FL fairs and in my own classes. A few colleagues have also made use of them. No attempt has been made to evaluate their effectiveness except through informal observation and discussion. Student reactions have been favorable—my main objective—although the use of Robert Lado's partial completion technique, in the "writing" tests, proves so unfamiliar to students that many react negatively.
Status: EDC: continues indefinitely as I continue to try to learn from administering tests and attempt to improve them.

85.
Name: Hector Hammerly
Address: Dept. of Modern Languages
Simon Fraser University
Burnaby, B. C., Canada V5A 1S6
Title: A study of the correlation between the four parts of the MLA-Cooperative Foreign Language Tests, LA forms
Areas: achievement, speaking, listening, reading, writing
Languages: Spanish
Description: Having given the MLA-Cooperative Spanish Test, Form LA, a number of times, I have accumulated enough scores to conduct a correlation analysis; this will later be extended to include French, German, and Russian, languages for which data is beginning to be obtained at S.F.U. too.
Status: EDC: December 1977

86.
Name: Robert G. Henderson
Address: Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93940
Areas: proficiency, achievement, aptitude, diagnostic, speaking, listening, reading, writing, validity, reliability,

criterion-referenced, translation, oral transcription (numbers)
FL to FL, oral transcription (general) FL to FL
Languages: 28 languages
Description: 1) Design & development of CRTs in seven skills for ten languages.
2) Validation of CRTs.
3) Improved CRT workshop providing test writing skills for staff members with FL and Teaching competencies.
Status: EDC: 1&2) 5 years; 3) 1 year

87.
Name: Martha H. Herzog
Address: Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93940
Areas: proficiency, achievement, aptitude, diagnostic, speaking, listening, reading, writing, validity, reliability, criterion-referenced, translation, transcription
Languages: 28 languages
Description: 1) Design & development of CRTs in 7 skills for German & Czech
2) Development of proficiency tests (reading & listening comprehension) in Tagalog (by contract).
3) Administration & validation of oral proficiency tests in Spanish.
4) Development of methods to prepare EFL students for monolingual proficiency tests in English (at DLIELC, Lackland AFB, TX) and training of test administrators.
Status: 1) Will soon begin; 2&3) In progress; 4) Completed

88.
Name: Heuristic Associates
Address: Toyokawa Building
8-12-13 Ginza
Chuo-ku, Tokyo 104, Japan
Associates: S. Merritt, J. Peters
Areas: proficiency, achievement, aptitude, diagnostic, attitude, speaking, listening, culture, validity, reliability, communicative competence, cloze
Languages: English
Description: Our firm is retained as consultants to major Japanese corporations to provide intercultural communication testing, screening, and training for employees who will be dispatched overseas for extended periods of time, usually in excess of two years. We currently employ an extensive battery of tests and instrumentation designed to examine most major aspects of communicative behavior. These include attitudinal and psychological test (clinical and non-clinical), non-verbal behavior observation devices, and diagnostic interviews in both native and target languages. In addition, we have designed and use cloze, syntactic maturity, pronunciation, intonation, grammar, vocabulary, listening and competency level tests. We are at present in the process of developing a measure of the ability to oganize and process information in (specific) culturally acceptable, and therefore communicatively successful, patterns. Because of the discretion engendered by the professional relationship we maintain with our clients, the results of our research and development of

testing methods and materials, as well as the results of research based on the data generated by the tests and instrumentation we have administered, will not be publicly available for some time.

Status: In progress

89.

Name: Frances Butler Hinofotis

Address: Department of English (ESL)
UCLA
Los Angeles, CA 90024

Title: An Investigation of the Concurrent Validity of Cloze Testing as a Measure of Overall Proficiency in English as a Second Language

Areas: proficiency, diagnostic, speaking, listening, reading, reliability, communicative competence, cloze, criterion-referenced

Languages: English

Description: A cloze test was administered to 107 incoming foreign students at the Center for English as a Second Language (CESL), Southern Illinois U. in an attempt to determine whether cloze testing can be substituted for more complicated testing procedures for placement & proficiency purposes. The criterion measures against which the cloze test was evaluated were the TOEFL, the placement exam used at CESL, & FSI-type oral interviews.

Status: Completed

Documents:
1) Dissertation from Southern Illinois University, Dec. 1976: "An Investigation of the Concurrent Validity of Cloze Test as a Measure of Overall Proficiency in English as a Second Language"
2) Paper presented at the annual meeting of the Linguistic Society of America, Philadelphia, Dec. 1976: "Cloze as an Alternative Method of ESL Placement and Proficiency Testing"

90.

Name: Frances Butler Hinofotis

Address: (See #89)

Associates: Becky Gerlach Snow
CESL, Southern Illinois U.

Title: Development of a multiple-choice cloze test to use for placement purposes.

Areas: proficiency, diagnostic, reliability, cloze, criterion-referenced

Languages: English

Description: Two forms of the same cloze test were administered to 66 incoming foreign students at the Center for English as a Second Language (CESL), Southern Illinois U.. Each form had 25 multiple choice items and 25 open-ended items. The distractors for the M-C items were developed from an open-ended version of the same cloze test. The criterion measures against which the cloze test was referenced were the TOEFL and the placement examination given at CESL.

Status: Completed

Documents: Paper presented at the Midwest Regional NAFSA Conference Chicago, Nov. 1976: "An Alternative Cloze Testing Procedure: M-C Format"

91.
Name: Frances Butler Hinofotis
Address: (See #89)
Associates: Becky Gerlach Snow, Center for English as a Second Language (CESL), Southern Illinois University
Title: Follow-up study on the development of a multiple-choice cloze test to use for placement testing
Areas: proficiency, diagnostic, validity, reliability, cloze, criterion-referenced
Languages: English
Description: A multiple choice cloze test developed in an earlier study (Hinofotis & Snow, 1976) was revised on the basis of an item analysis and administered to incoming foreign students at the Center for English as a Second Language, Southern Illinois University and at the University of California, Los Angeles. The test is being criterion-referenced against the placement examinations now being used at both schools.
Status: EDC: June 1977

92.
Name: John E. Hofman
Address: Haifa University
Department of Psychology
Haifa, ISRAEL
Title: Cloze tests in Arabic
Areas: proficiency, attitude, cloze
Languages: Arabic
Description: Exploration of appropriate methodology for Arabic cloze tests. Differences between reading and listening comprehension in view of discrepancy between written and spoken Arabic.
Status: EDC: Continuing for several years in phases

93.
Name: Ruth Hok
Address: Dept. of Foreign Languages
University of Isfahan
Isfahan, IRAN
Areas: proficiency, achievement, aptitude, diagnostic, reading, writing, validity, reliability, communicative competence, cloze, criterion-referenced
Languages: English

94.
Name: Peter N. Howard
Address: English & Foreign Language
Troy State University
Troy, AL 36081
Areas: cloze
Languages: German
Description: I have done some very informal work on cloze procedure in my 2nd year German classes, mostly to consider attitudinal factors. No validity to conclusions, but I found that students do not enjoy it when done on a regular basis.

95.
Name: Elisabeth Ingram
Address: Applied Linguistics, University of Trondheim
Lade, 7000 Trondheim, NORWAY
Associates: Stig Johansson, Univ. of Oslo; T. Brekke, Univ. of Bergen
Areas: proficiency, diagnostic, reading, cloze, translation
Languages: English
Description: The aim is to build up a data bank of discrete point items, suitable for 1st year university students reading English. The "objective" test results will be compared with the till now exclusively traditional methods of excessive language proficiency
Status: Will soon begin

96.
Name: Gordon L. Jackson
Address: Department of Modern Languages
Capital University
Columbus, OH 43209
Title: Evaluation of communicative competence in speaking
Areas: speaking, communicative competence
Languages: French, Spanish
Description: I have developed and am trying out in my classes a set of scales designed to rate communicative competence in speaking. The following five aspects of speaking are rated: comprehensibility, pronunciation, use of appropriate vocabulary, grammatical accuracy, and fluency
Status: In progress

97.
Name: Japan International Center
Address: 39-1 Koyama-Shimofusa-cho
Kita-ku, Kyrto, JAPAN 603
Title: Test of American Culture
Areas: culture
Languages: English
Description: Choose 50 items from American culture and test two questions for each item. Each question has four options and all questions are in English.
Status: EDC: unknown
Documents: The Teaching of American Culture in English Courses in Japan, by Kenji Kitao, pp. 170-202.

98.
Name: Donald K. Jarvis
Address: 249 FB, Dept. of Asian & Slavic Languages
Brigham Young University
Provo, UTAH 84602
Associates: Gary L. Browning
Title: General Education Examination for Russian Language
Areas: proficiency, speaking, listening, reading, writing, culture, communicative competence, translation
Languages: Russian
Description: Standardized proficiency test to be administered to all students desiring to demonstrate Russian language skills

in order to fulfill General Education tool skill requirements at Brigham Young University.
Status: EDC: November 1977

99.
Name: W. N. Jeeves
Address: Dept. of Romance Languages
Master University
1200 Main Street West
Hamilton, Ontario L85 4M2
Title: Achievement/Attitude testing by grades
Areas: achievement, aptitude
Languages: French
Description: Test of knowledge of tenth graders over 200 words, grades by motivation, by patterning, by pattern extensions to rare words, common extentions, etc. Assimilation of an essential language feature spontaneously (since usually untaught) might serve to indicate essential language capacity of any one student. (Words, unless "rare", drawn from Francais Fondamental on whole)
Status: In progress

100.
Name: Don C. Jensen
Address: 160 Fletcher Bldg.
Brigham Young University
Provo, Utah 84602
Title: Computer analysis of student responses
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, writing, validity, reliability
Languages: French
Description: Computer treatment of student responses to provide values for each student on each skill and each concept tested in each skill.
Status: Completed

101.
Name: Stig Johansson
Address: Dept. of English
University of Oslo
P. O. Box 1003
Blindern, Oslo 3, NORWAY
Title: Reading Comprehension in the Native and the Foreign Language: On an English-Swedish Reading Comprehension Index
Areas: diagnostic, reading
Languages: English
Description: The project is part of an investigation examining the need for reading courses in English among Swedish university students enrolled in non-language subjects with a high proportion of textbooks in English. A variety of the cloze technique was used. Students read equivalent texts in English and Swedish and were later asked to fill in cloze versions of the texts. The degree of difference between the scores for the two languages, which could possibly be formulated as an English-Swedish reading comprehension index, is taken to indicate the individual's need for a reading course in the foreign language.
Status: Completed

Documents: A report about the project is to be published in a book on language testing edited by Professor Arne Zettersten, Department of English, Copenhagen University, Njalsgade 96, 2100 Copenhagen S, DENMARK

102.
Name: Randall L. Jones
Address: Department of Germanic Languages
Maeser Building
Brigham Young University
Provo, Utah 84602
Title: Testing Oral Proficiency at the Higher Levels
Areas: proficiency, speaking,
Languages: German
Description: Most oral proficiency language tests perform well and the lower and middle but not at the higher proficiency levels. This project is an attempt to devise techniques of evaluating language ability of examinees whose proficiency appears to be close to that of a native speaker. Among the techniques being studied are: elicited repetition, specialized vocabulary, retelling of anecdotes, and reaction to situations.
Documents: "Interview Techniques and Scoring Criteria at the Higher Proficiency Levels." Paper read at the Symposium on Face-to-Face Oral Testing, Washington, D.C., March 14-15 1978.
Status: In progress

103.
Name: Jon Jonz
Address: Campus Box 203
West Virginia State College
Institute, WV 25112
Title: It was "Testing & Evaluation for Bilinguals" — That project ended, and I'm now involved in nameless, unsponsored research
Areas: proficiency, attitude, culture, cloze
Languages: English, Spanish
Description: We were charged with developing affective & cognitive measures in multilingual settings — I got involved especially with multiple-choice cloze.
Status: In progress
Documents: "Measuring Values in Multilingual Settings," TESOL Quarterly, June 1976.
"Improving on the Basic Egg: The M-C Cloze," Language Learning, December 1976.
"Teacher Judgment, Language Proficiency & The M-C Cloze," in preparation.

104.
Name: R. B. Kaplan
Address: Department of Linguistics
University of Southern California
Los Angeles, CA 90007
Associates: Robert A. Jones, Director, Testing Bureau, USC
Title: English Language Proficiency Test
Areas: proficiency, listening, reading, writing, cloze

Languages: 90-100 different languages
Description: Develop a new foreign student placement test utilizing competence as an objective and avoiding discrete item approach but testing within a multiple choice, machine-scored format since population is very large (average 500 candidates per administration) and results are needed within 72 hours of administration.
Status: EDC: January 1978

105.
Name: David Kaufman
Address: c/o Educational Research Institute of B. C.
1237 Burrard Street
Vancouver, B. C., CANADA
Associates: Stan Shapson
Title: Evaluation of Summer Language Bursary Program
Areas: proficiency, achievement, attitude, speaking, listening, culture, communicative competence
Languages: French, English
Description: This is an evaluation study of a federal government (Canada) sponsored summer immersion 6-week program. The study determines the degree to which the 3 national objectives have been attained and examines the relationship of the objectives with student, program and administrative variables. The objectives are: 1) increased oral/aural skills, 2) improved attitudes towards the second cultural group, and 3) increased knowledge of the second culture.
Status: EDC: December 1978

106.
Name: Marge R. Kaufman
Address: Univ. of California
Davis, CA 95616
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, writing, culture
Languages: French
Description: Oral finals, Departmental finals
Status: In progress

107.
Name: C. D. Kennedy
Address: Dept. of English
Victoria University
Wellington, NEW ZEALAND
Areas: proficiency, listening
Description: Review of factors affecting listening comprehension and of state of the art in listening comprehension research. Manuscript prepared for B. Spolsky (ed) Language Testing, publication date not known.
Status: Completed

108.
Name: Nayef Kharma
Address: Kuwait University
College of Arts & Education
Department of English
P.O. Box 23558
Kuwait
Title: Objective Testing and Productive Testing
Areas: writing, achievement
Description: The purpose is to devise a test which combines objective testing with productive, the latter mainly in the area of writing (summary, paragraph, essay).
Status: Completed

109.
Name: Marvin L. Kierstead
Address: Division of English as a Foreign Language
School of Languages and Linguistics
Georgetown University
Washington, D. C. 20057
Title: Development of a Placement Test for use in Division
Areas: proficiency, listening, reading, writing, vocabulary structure (grammar)
Languages: English
Description: The task was to make a placement test that involved as many of the language skills as possible and yet could be administered quickly to allow us to group students in homogeneous groups for teaching. The test, which we are using now although it is not ready for use by others, tests structure, vocabulary reading, listening, and writing and is administered in under 1 1/2 hours.
Status: EDC: December 1977

110.
Name: Eizo Kinoshita
Address: 149 Shimominamida-cho
Jodoji Sakyo-ku, Kyoto
606 JAPAN
Institution: The Foreign Literary Society, Kyoto
Title: Analysis of the Preparation of the Test in Terms of Contents and Forms
Areas: achievement, reading
Languages: English
Description: Suppose several Japanese test writers prepare respectively English achievement tests whose contents derived from the same, specific course content, what kind of similarity and difference can be found in terms of contents and forms?
Status: Will soon begin; EDC: Winter 1977

111.
Name: Norma Erec Klayman
Address: 73 Harper Road
Snyder, NY
Institution: State University College at Buffalo
Associates: Richard Janest, FL Coordinator, Williamsville Schools, Williamsville, NY 14221

Areas: culture
Languages: French, Spanish
Description: We plan to have teachers define goals for teaching culture (C & c) and develop tests for measuring explicitly these goals.
Status: Will soon begin; EDC: Spring 1978

112.
Name: Christine Klein-Braley
Address: Gesamthochschule Duisburg, Fachbereich 3
Lotharstr . 65
4100 Duisburg 1
Federal Republic of Germany
Institution: University (Gesamthochschule) of Duisburg
Associates: Helmut E. Luck (Psychology, Duisburg)
Title: DELTA (Duisburger Englisch Leistungstest fur Anglisten)
Areas: proficiency, listening, reading, writing, validity, reliability, cloze, translation
Languages: English
Description: Placement Test for new students of English (9 years school English before entering university). Assignment to graded course system inside university by means of 4 hour test battery. Subtests include discrete item multiple choice items, discrete open items, sentence reformulation, cloze, translation, dictation. r (alpha) equals .93 for each of two parallel forms. Validity (prediction of course success) inside GH Duisburg .57. Test development completed, standardization not at the moment contemplated. May be adapted for pupils in last form at school.
Status: Completed
Documents: Brief report (in German) in IDEA (Information zur Didaktik des Englischunterrichts und der Anglistik) Augsburg 12. Folge, 1977 Manuscript at the moment under consideration by publisher Christine Klein-Braley/Helmut E. Luck "Entwicklung der Duisburger Englisch - Leistungs-Test fur Anglisten (DELTA)" (1977)

113.
Name: Christine Klein-Braley
Address: (See #112)
Institution: University (Gesamthochschule) of Duisburg
Associates: Heiner Purschel/Helmut E. Luck
Title: Diagnostic Tests for advanced students of English
Areas: diagnostic, speaking, listening, reading, writing
Languages: English
Description: Using DELTA (see elsewhere) as a rough guide to main areas of difficulty diagnostic tests are to be developed to diagnose specific weaknesses. A series of special teaching units aimed at eliminating the weaknesses diagnosed are to be developed simultaneously. Both written and spoken language to be taken into consideration.
Status: Will soon begin; EDC: Initially research project to run 3 yrs.

114.
Name: Viljo Kohonen
Address: English Dept.
University of Turku
SF-20500 Turku 50
FINLAND
Associates: Jorma Tommola, Jussi Salmela, Jan-Ola Ostman, Nils Erik Enkvist
Title: Cloze, clozentropy, and predictability in Swedish, Finnish and English
Areas: cloze
Languages: English
Description: Development of computer-based scoring methods for cloze ("narrow/broad") and clozentropy; developmental study of learning English as a second language (four cross-sections at different levels of proficiency, by using the same cloze test); predictability in English as a native language and as a foreign language (matched groups, same cloze tests); study of contextual cues in English as a foreign language and Finnish and Swedish as the mother tongue.
Status: EDC: 1978
Documents: Nils Erik Enkvist and Viljo Kohonen (eds.), Applications of Text Linguistics: Cloze, Predictability and Language Teaching, Abo 1977/78 (containing documentation of the computer programmes, and half a dozen more papers on cloze). Available free of charge, within a limited number of copies.
Further publications: Jorma Tommola, AFinLA Series of Publications, University of Turku, 1978/79 (comparisons of the Finnish and English grammar school populations).

115.
Name: Manfred Kummer
Address: Sprachlernzentrum
Universitat Bonn . Am Hof 1
5300 Bonn 1 .
Associates: Viktor A. Borowsky, Heinrich P. Kelz, Manfred Kummer
Areas: proficiency, diagnostic, listening, reading
Languages: German
Status: EDC: Fall 1977
Documents: A publication "Einstufungstest" will appear soon. The booklet is to contain a test battery for German as a foreign language in University courses.

116.
Name: Dale L. Lange
Address: 228 Peik Hall, 159 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455
Associates: Gerhard Clausing, USC
Title: Examination to Two Methods Each for Generating and Scoring Cloze Items in College German.
Areas: cloze
Languages: German
Description: Examination of two different methods of generating "clozes" (Nth based on average clause length, random selection within each clause) and two scoring methods (exact and acceptable) for a college German program

Status: Completed
Documents: Article will be finished June 1977 - projection

117.
Name: Language & Intercultural Research Center
Address: Brigham Young University
240 B-34
Provo, UT 84057
Associates: James S. Taylor, R. Alan Meredith
Title: BYU Foreign Language Achievement Test Series (BYU FLATS)
Areas: achievement, speaking, listening, reading, writing, culture, grammar, vocabulary
Languages: Cakchiquel, Dutch, German, Indonesian, Japanese, Korean, Samoan, Spanish, Swedish, Tahitian, Thai, Tongan
Description: The BYU FLATS project was undertaken in order to produce achievement tests at the beginning, intermediate, and advanced levels in the skills listed above for languages not commonly taught at universities and colleges, as well as for many that are. Primary uses of the tests include: a basis for the granting of credit for language proficiency gained outside the university; an instrument for certification of achievement of prescribed levels of competency; an instrument for placement of students with prior language experience into more advanced classes.
Status: Completed

118.
Name: Language & Intercultural Research Center
Address: (See #117)
Associates: James S. Taylor, R. Alan Meredith
Title: BYU Foreign Language Achievement Test Series (BYU FLATS)
Areas: achievement, speaking, listening, reading, writing, culture, grammar, vocabulary
Languages: Afrikaans, Cantonese, Danish, Finnish, French, Italian, Mandarin, Niuean, Norwegian, Portuguese, Russian, Vietnamese
Description: The BYU FLATS project was undertaken in order to produce achievement tests at the beginning, intermediate, and advanced levels in the skills listed above for languages not commonly taught at universities and colleges, as well as for many that are. Primary uses of the tests include: a basis for the granting of credit for language proficiency gained outside the university; an instrument for certification of achievement of prescribed levels of competency; an instrument for placement of students with prior language experience into more advanced classes.
Status: EDC: December 1977

119.
Name: Language & Intercultural Research Center
Address: (See #117)
Associates: James S. Taylor, R. Alan Meredith
Title: BYU Foreign Language Achievement Test Series (BYU FLATS)
Areas: achievement, speaking, listening, reading, writing, culture, grammar, vocabulary
Languages: Farsi, Navajo, Serbo-Croation
Description: The BYU FLATS project was undertaken in order to produce achievement tests at the beginning, intermediate, and advanced levels in the skills listed above for languages not commonly

taught at universities and colleges, as well as for many that are. Primary uses of the tests include: a basis for the granting of credit for language proficiency gained outside the university; an instrument for certification of achievement of prescribed levels of competency; an instrument for placement of students with prior language experience into more advanced classes.
Status: Will soon begin; EDC: June 1978

120.
Name: Diane Larsen-Freeman
Address: Dept. of English (ESL)
Rolfe Hall
UCLA
Los Angeles, CA 90024
Associates: Virginia Strom
Title: The Construction of a Second Language Acquisition Index of Development
Areas: proficiency, writing, communicative competence
Languages: English
Description: We are attempting to define a measure analogous to the Mean Length of Utterance in first language acquisition which will allow researchers to precisely specify the Lz proficiency of the subjects whom they are studying.
Status: EDC: August 1978
Documents: An article reporting on the very initial stage of our investigation to appear in Language Learning, June 1977.

121.
Name: Jean-Guy Lebel
Address: Dept. de Langues et Linguistique
Pa. de Koninck
Universite Laval
Quebec, G1K 7P4, CANADA
Areas: speaking
Languages: French
Description: Words or sentences uttered by students and containing items being tested.
Status: EDC: unknown

122.
Name: Kenneth B. Lee
Address: Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93940
Areas: proficiency, aptitude, speaking, listening, reading, writing, validity, reliability, criterion-referenced, translation
Languages: 25 languages
Description: Project Officer (or manager) for:
1) Vietnamese CRTs
2) Korean CRTs
dealing with 7 language skills
Status: EDC: 3 years

123.
Name: Betty Le Maistre
Address: North Island Regional School Board
4335 Notre Dame
Chomedey, Laval, Quebec, CANADA
Associates: M. MacFarlane, Dr. Rapagna, J. Dickie
Title: Project de Recherche, Secondaire 1.
Areas: proficiency, achievement, attitude, listening, reading, writing
Languages: French
Description: The aim is to try to determine which of the seven different ways of instruction at the secondary 1 level (e.g. 1 period of French and one of geography vs. 2 periods of French language instruction) presently in effect in our Board seems to produce the best results. The project will continue over a period of 3-4 years.
Status: EDC: August 30, 1977 (Phase 1)

124.
Name: Walter F. Lockhart
Address: c/ Mayor 58, 2
Pamplona, SPAIN
Institution: Lockhart Academy
Title: Computer-Based Analytical Procedure for Evaluating F. L. Teaching Program
Areas: achievement, speaking, listening, reading, writing, validity, reliability, communicative competence, cloze, criterion-referenced, student product analysis for program evaluation
Languages: English
Description: It is attempted to develop an analytical procedure capable of providing a F. L. teaching staff with meaningful data based on the results of any extensive testing program, but preferably a dynamic testing program developed and maintained by all of the members of the teaching staff.
Status: In progress
Documents: "Evaluating a Foreign Language Program with a computer-based analytical procedure of student output data." Kongressbericht der 6. Jahrestagung der Gesellschaft fur Angewandte Linguistik GAL E.V., Band III, Sprachtests, Julius Groos Verlag, Heidelberg, 1975, pp. 47-56.

125.
Name: Willibrard J. B. Lohman
Address: Mosterdhof 136
Westervoorf, Netherlands
Institution: Cito postbus 1034
Associates: J. Reiding; N. A. S. Syben
Title: Cloze procedure and reading ability
Areas: proficiency, reading, validity, cloze
Languages: German
Description: Comparison cloze tests in multiple choice version with standard tests of reading competence. Conclusion: nothing can be said about validity; construction of a multiple choice version is very complicated
Status: Completed
Documents: (No translations available): De Cloze test als

tekstbegriptoets? Levende Talen, I August 1977.
De Coze test als tehstbegriptoets? Cito-Memo 169 (Gratis)

126.
Name: Willibrard J. B. Lohman
Address: (see # 125)
Institution: Cito postbus 1034
Associates: M. Wouters-Dun, F. Agerhop, R. Dougle, B. Wiessing Gonzalez
Title: Diagnostic Tests Spanish
Areas: achievement, diagnostic, speaking, listening, reading, criterion-referenced
Languages: Spanish
Description: Construction and validation of diagnostic, criterion referenced tests of Spanish for all grades. Types of tests: knowledge of vocabulary and grammar; speaking ability (lowest grades); reading ability.
Status: EDC: 1985
Documents: (No translations available): Diagnosticle Joetsen, Spaans voor he voortgezel onderwigs. Levende falen I juni 1977. idem, Cito-Memo 179 (gratis)

127.
Name: Georgia Lonnecker
Address: Peterstr. 23 (VHS)
51 Aachen
West Germany
Institution: Volkshochschule Aachen
Associates: Landesverband der Volkshochschulen: Nordrhein-Westfalen
Title: VHS-Zertifikat
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, writing, validity, reliability, communicative competence, criterion-referenced
Languages: German for Foreigners
English, Russian, Spanish, French, Italian, Business English
Status: Completed, Spring 1978 revision
Documents: Minutes from various committee meetings and special seminar projects are available free of charge, I believe. They would, however, be of little use to someone without a good reading knowledge of German.

128.
Name: Christine W. Lucas
Address: Dept. Elementary Education
McGill University
3700 McTavish Street
Montreal H3A 1Y2, CANADA
Associates: Magdelhayne Buteau
Title: Paced Reading for Second Language and Native Speaking Grade 3 pupils
Areas: proficiency, achievement, speaking, listening, reading
Languages: French/English
Description: Research results will serve as basis for development of reading program for native-speaking and 2nd language pupils in Quebec, with generalization to Canada. Paced reading (i.e. simultaneous listening and reading at 225 wpm) is used as the need for attention control. Oral and silent reading scores, plus oral

samples from 500 French and English children collected and soon to be analyzed for production, linguistic develop-transfer to silent reading, etc.
Status: EDC: 1979
Documents: Magdelayne Buteau and Helen Gongeou, re: French immersion in English Schools.
Lyndon Searfoss, Arizona State University, re: Hopi, Navajo and Mex-American children in English milieu

129.
Name: Lloyd MacDonald
Address: Educational Research Institute of British Columbia
2nd, 1237 Burrard Street
Vancouver, B. C. V6Z 1Z6, CANADA
Title: English Placement Test Project
Areas: writing, communicative competence
Languages: English
Description: The English Placement Test is a test of English usage and composition ability designed to assist British Columbia colleges and universities in placing freshman students in first year English courses appropriate to their needs.
Status: EDC: December 1978

130.
Name: Jean D'Arcy Maculaitis
Address: 828 Tabor Road
Morris Plains, NJ 07950
Institution: New York University
Title: A Guide to Evaluating a Second Language (L2) Test Manual 1
Areas: validity, reliability, examiner's manuals
Languages: any language
Description: The Guide for Evaluating a Second Language (L2) Test Manual is comprised of 98 questions which have been placed under the following headings: a) Initial Considerations; b) Basic Contents of the L2 Test Manual; c) Validity; d) Reliability; e) Scales, Norms and Profiles. The questions listed in the Guide will faciliate the appropriate selection, administration and revision of L2 tests and the proper interpretation of their results.
Status: Completed
Documents: The Guide and related materials will be submitted for publication in June.

131.
Name: Joan D'Arcy Maculaitis
Address: (See # 130)
Institution: New York University
Associates: Jean Bodman; William McCarter; Lillian E. Dumont
Title: Maculaitis English Proficiency Tests for Non-Native Speakers of English; Adult Education (MEPT:Adult Ed.)
Areas: proficiency, diagnostic, speaking, listening, reading, writing, culture, cloze, criterion-referenced
Languages: English
Description: The MEPT:Adult Ed. will be a comprehensive multi-media criterion-referenced English proficiency test based on the skills and content areas identified by the Adult Performance Level Study developed under a grant from HEW at the University of Texas at

Austin. The content of the proposed subtests will evolve from formal and informal conversations with adult ed. students and teachers.
Status: Will soon begin; EDC: 1979

132.
Name: Jean D'Arcy Maculaitis
Address: (See # 130)
Institution: New York University
Title: Maculaitis English Proficiency Test of Reading Comprehension and Vocabulary for Non-Native Speakers of English in the Sixth Grade (MEPT-6)
Areas: proficiency, diagnostic, reading, criterion-referenced
Languages: English
Description: The MEPT-6, a power-structured English Proficiency test, is to be used to: 1) determine the overall reading comprehension and vocabulary competence possessed by a student whose native language is not English, 2) to assess the specific reading comprehension strengths and weaknesses evinced by a sixth grade non-native speaker of English in accordance with T. Barrett's Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension, and 3) to diagnose an individual's pattern of specific vocabulary difficulties and strengths. This test has both norm-referenced and criterion-referenced applications.
Status: EDC: June 1977
Documents: Dissertation (Ph.D.) $4.00

133.
Name: Jean D'Arcy Maculaitis
Address: (See #130)
Institution: New York University
Title: General English Proficiency Tests: Early Childhood - 6 (GEP - Readiness-6)
Areas: proficiency, diagnostic, speaking, listening, reading, writing, culture
Languages: English
Status: EDC: Winter 1978

134.
Name: Jean D'arcy Maculaitis
Address: (See #130)
Institution: New York University
Title: General English Proficiency Test for Foreign-Born Students: Grades 7-12
Areas: proficiency, diagnostic, speaking, listening, reading, writing, culture
Languages: English
Status: In progress

135.
Name: Dennis D. Magnuson
Address: 907 W. Pearl Street
Decorah, Iowa 52101
Institution: Luther College
Title: A Pilot Study of the Feasibility of Computer Administered

Discrete Point Spanish Grammar Tests and the Attitudes of Second Year College Spanish Language Students Toward Such Testing.
Areas: achievement, diagnostic, reading, writing, and the use of the computer to administer on-line Spanish grammar tests of the discrete point variety.
Languages: Spanish
Description: A total of 35 Spanish language students from two different second year college courses took discrete point type grammar tests as administered by the computer. The purpose of the study was to investigate the feasibility of such testing and analyze student attitudes and reactions to this form of testing. The grammar areas covered included two tests on Spanish verb morphology, and one each on the use of SER and ESTAR, the use of the IMPERFECT and PRETERITE, the use of the various commands, the use of the subjunctive, the use of POR and PARA, and adjective position. Up to three forms were available for each area for retesting for mastery.
Status: Completed; Data gathered and in write-up phase. Summer 1977 to finish.
Documents: Using the IDF / HINT to Improve the Validity of Classroom Tests: An Example from Foreign Languages, in Hewlett-Packard Educational Users Group Newsletter, Vol. 5, No. 1, Sept. 1974, pp. 10-11.
Conference Presentation: Iowa Foreign Language Teachers Conference, May 1975, Cedar Falls, IA, Topic: Making Mastery Learning Manageable.

136.
Name: Sara Ellen Malueg
Address: Dept. of Foreign Languages and Literatures
Oregon State University
Corvallis, Oregon 97331
Title: Identifying and Assisting Students who will have Difficulty Learning a Second Language
Areas: aptitude
Languages: English
Description: 1) To examine whether the OSU English placement test can be used to identify students who lack linguistic awareness and will therefore have difficulty in learning a second language.
2) to develop a training program for such students at the OSU Communication Skills Center, to be used before or in conjunction with enrollment in first-term, first-year language courses.
Status: EDC: June 1979

137.
Name: Brian Marrs
Address: Dept. of English
Douglas College
P. O. Box 2503
New Westminster, B. C. V3L 5B3, CANADA
Areas: writing
Languages: English
Description: A standard assessment or placement test (called "English Placement Test") designed to identify students requiring remedial writing or E.S.L. instruction. Used by all B.C. colleges and

universities, and administered to all students entering first-year academic or career programs. The test comprises an essay and 40 objective questions. It will be offered three times a year: the first setting (for over 20,000 B.C. students) was May 3, 1977.
Status: EDC: May 1979

138.
Name: E. Marxheimer
Address: Romance Languages
University of Alberta
Edmonton, Alberta, Canada T6G 2E6
Areas: translation
Description: Latent learning
Status: In progress

139.
Name: Kiichi Matsuhata
Address: 422 Kyodaishukusha
Akama Munakata
Fukuoka-ken, JAPAN
Institution: Fukuoka University of Education
Associates: Naomi Kakita, Mikio Matsumura, et al.
Title: English Language Proficiency and Curriculum for the Training of Teachers of English as a Foreign Language.
Areas: proficiency
Languages: English
Status: Will soon begin; EDC: March 1979

140.
Name: Chanles E. McInnis
Address: 2119 Hubbord Crescent
Ottawa, Ontario, CANADA
Institution: University of Ottawa
Associates: Eileen Donoghue
Title: Research and Evaluation of Second Language Programs Reports: 1973-74, 1974-75, 1975-76, 1976-77
Areas: proficiency, achievement, aptitude, attitude, speaking, listening, reading, writing, communicative competence, criterion-referenced, comparative studies
Languages: French
Description: Comparative evaluation of different language programs: Immersion, Intensive, Core programs cross-sectional as well as longitudinal studies
Status: Completed; Will continue in 1977-78

141.
Name: Owen K. McGowan
Address: College Ste. Anna
Church Point
Nova Scotia BOW 1MO
Areas: proficiency
Languages: French
Description: Using Pimsler Language Proficiency Test (FORMC) attempting to establish local norm base in total immersion summer school. Exploring one aspect of A.T.I. as related to Rotter's

I-Escale and prognosis in language learning
Status: EDC: September 1980

142.
Name: Charles L. Meadows
Address: Dept. of Modern Foreign Languages
Morehouse College
Atlanta, GA 30314
Title: 1) An Experiment in Speed Listening as a Partial Reading Substitute for Non-Readers and as an Aid or Auxiliary Source for Readers.
2) Task Specificity in Listening Comprehension Tests.
Areas: listening
Languages: English
Description: 1) This is a pilot study for a proposed special Learning Materials Development Project.
2) This research (in connection with a Ph.D. dissertation) seeks to aid in the further development of techniques for identifying describing, and controlling for specific kinds of information processing tasks in listening comprehension tests.
Status: EDC: September 1977

143.
Name: R. Alan Meredith
Address: BYU Language & Intercultural Research Center
Brigham Young University
250 B-34
Provo, UT 84602
Title: The Effect of Free- and Imposed-Latency Conditions on the Performance of "Impulsive," "Reflective," "Fast-Accurate" and "Slow-Inaccurate" High School Students with a Test of Oral Proficiency in Spanish
Areas: proficiency, speaking
Languages: Spanish
Description: High school students were tested as to conceptual tempo mode (see four categories in title of study), randomly assigned to either a free-latency condition or an imposed-latency condition, then given an oral proficiency test in Spanish under the assigned condition. Those under the free-latency condition could respond as soon as the stimulus was given; those under the imposed-latency condition were made to wait 15 seconds before being allowed to respond. Statistical analyses revealed a significant difference favoring the "Impulsive" group under the imposed-latency condition over the "Impulsive" group under the free-latency condition.
Status: Completed
Documents: Unpublished: Ph.D. dissertation, The Ohio State University, Columbus, Ohio 1976. Edward D. Allen, Adviser. Available through University Microfilms, Ann Arbor.

144.
Name: James H. Monroe
Address: Romance Languages, Room 170 ASB
University of Florida
Gainesville, FL 32611
Title: Measuring the Syntactic Development of American Students of French

Areas: proficiency, writing
Languages: French
Description: Students are asked to reunite passage in French composed of simple sentences. Their syntactic maturity is then assessed based on the length and complexity of the resulting grammatical units.
Status: Completed
Documents: Unpublished: Dissertation 1973, (Title of Project),
Available from Florida State U. Library, Tallahassee
Published: Article in French Review, May 1975, pp. 1023-1031,
"Measuring and Enhancing Syntactic Fluency in French"

145.
Name: Frances E. Morrison
Address: Ottawa Board of Education
330 Gilmour Street
Ottawa, Canada K1H 5T6
Associates: G. Halpern, Dennis Kirby, Grace MacNab
Areas: proficiency, achievement, attitude, speaking, listening, reading, writing, culture, validity, reliability, communicative competence
Languages: French
Description: Evaluation of immersion French programs (Kindergarten entry, now in 6th year; intermediate (i.e. grade 6 or 7) entry and secondary level): measures of progress in French language skills, of achievement in subjects taught in French, and of attitudes (Jointly supported by Secretary of State, Canada, and Ministry of Education, Ontario)
Status: in the fourth year and hoping to enter the fifth year of an on-going project, but dependent on annual allocation of funds.
Documents: Alternative School Programs for French Language Learning (Halpern, MacNab, Kirby, Tuong and others) - 2nd year report (1976)
May be obtained from OISE Publications Sales, 252 Bloor St. W., Toronto, Ontario M5S 1V6
Same title - 3rd year report (1977) - 2nd year report (1976) (Morrison, MacNab, Kirby and others), to be available shortly from same source.
Many working papers associated with the above reports are listed therein and may be obtained directly from the Ottawa Board of Ed.

146.
Name: Leopoldo Navas
Address: P. O. Box 633
Loja, Ecuador
Institution: University of Loja
Areas: proficiency, achievement, aptitude, diagnostic, speaking, listening, reading, writing, communicative competence, translation

147.
Name: J. W. Ney
Address: Arizona State University
Tempe, AZ 85281
Title: The use of a miscue analysis with weightings for quality of miscue (semantic syntactic acceptability) and regressions for corrections.

Areas: achievement, reading
Languages: English, Chicano, Anglo subjects compared
Description: In a sentence combining project, effort was made to see if practice in sentence combining affected reading ability. A reading sample was also collected and analyzed for miscues per hundred words with weightings for quality of miscues and regressions for correction. It is unknown at this time whether the endeavor was a success or a failure since ANOVAR showed no significant difference between scores for reading and scores for writing miscues.
Status: Completed, June 1977

148.
Name: Henry Niedzielski
Address: University of Hawaii
Honolulu, Hawaii 96815
Title: Particular Language Aptitudes
Areas: aptitude, speaking, listening, reading, writing, culture, communicative competence
Languages: English, French, Polish
Description: The hypothesis being verified is that everyone has different psycholinguistic and other aptitudes which allow him/her to learn one or more languages provided these aptitudes are utilized in the instructional system. Overt learning strategies are observed in order to reveal overt aptitudes corresponding to a modified version of the Illinois Test of Psycholinguistic Abilities. The proposed set of tests would enable the language teacher to recommend specific goals and objectives as well as learning strategies.
Status: EDC: 1979
Documents: La Psychologie Adlerienne face a certaines aptitudes psycholinguistiques particulieres dans L'enseignement individualise des langues. 1976. Proceedings of 8th Congress of the International Association of Individual Psychology, Munich.
Testing some particular psycholinguistic characteristics as the first step toward maximizing first language acquisition. 1976. Proceedings of the Dritte Phonologie Tagung, Salzburg.
Unpublished: Particular Language Aptitudes Test for Invidualized Instruction. 1975. Fourth International Congress of Applied Linguistics. Stuttgart.
Some Psycholinguistic Factors in Auditory Discrimination. 1976. 14th Conference on Acoustics/Speech Acoustics and Sound Perception. Vysokie Tatry, Czechoslovakia.

149.
Name: Don L. F. Nilsen
Address: English Department
Arizona State University
Tempe, AZ 85281
Associates: Sharon Fujinaka
Title: "What Does the Miller Analogies Test Test?"
Areas: analogies
Languages: English
Description: The MAT is a good test, and a good predictor of college success, which proves that analogy is a good testing technique. But there are various types of analogy, and at various levels of abstraction which were not well controlled by the compilers of MAT.

This project is an attempt to isolate the variables in MAT, and to set up a technique that will be useful in preparing analogies tests which will have important ramifications not only for the testing of analogy skills of native English speakers, but of the language skills of the learners of EFL or other foreign languages.

Status: EDC: June 1977

150.

Name: Angela U. M. Oakeshott-Taylor

Address: Universitat
55 Trier
Postfach 3825, W. GERMANY

Institution: Sprachzentrum

Title: Placement Test for Freshmen (English)

Areas: proficiency, diagnostic, listening, cloze, listening/proficiency through dictation

Languages: English

Description: Initially to perfect integrative forms, e.g. cloze, dictation, which will then be validated against a criterion. After completion of this section - hopefully in the near future - development of diagnostic material, and validation against criterion.

Status: EDC: end 1979

Documents: "Dictation as a Test of Listening Comprehention." In:
R. Dirven: Hoerenkuendnis/Listening Comprehension (In press)
Unpublished: "Dictation as an Alternative to 'Multiple Choice'?"
Documentation of a language testing workshop held in Tuebingen from 3/31 - 4/2/77

151.

Name: Pai Obanya

Address: Institute of Education
University of Ibadan
Ibadan, NIGERIA

Title: TEPSELT: Test of Principles and Strategies of English Language Teaching

Areas: proficiency, diagnostic

Languages: English

Description: English is the second, but official, language of Nigeria. It is therefore a compulsory subject in schools. Methods of Teaching English is also a compulsory subject for the curriculum of teacher training institutions. The test in question began as an instrument for evaluating in-service courses on teaching English as a second language organized from time to time by the Institute of Education, University of Ibadan. Its development (item analysis, establishment of psychometric properties, etc.) is still in progress.

Status: EDC: April 1978

152.

Name: John W. Oller

Address: Dept. of Linguistics
University of New Mexico
Albuquerque, New Mexico 87131

Areas: proficiency, attitude, speaking, listening, reading, writing, cloze, dictation, recall, and pragmatic language tests generally.

Languages: English, but some work in other languages as well
Status: 3 reports completed, but unpublished; another with Scholz et al will be discussed at TESOL. There are several others in the works but it's too early to title. A couple will be discussed at TESOL.

153.
Name: Margareta Olsson
Address: Fargspelsgatan 90
421 63 V. Frolunda. SWEDEN
Institution: School of Education, Molndal, Sweden
Associates: English Dept., School of Education, Univ. of Yothenburg
Areas: communicative competence, cloze
Languages: English
Description: 1)Construction of a model of intelligibility predicting the communicative value of devine utterances. 2) Testing the hypotheses in intelligibility investigations carried out in England.
Status: EDC: October 1977
Documents: Doctoral dissertation

154.
Name: Elsa Orozco
Address: Apartado 1089
San Jose, Costa Rica
Institution: Facultad de Educacion, Universidad de Costa Rica, Ciudad Universitaria "Rodrigo Facio," Costa Rica
Areas: speaking, writing
Languages: English as a foreign language
Description: Examination of written informal teacher-built tests to detect weaknesses of items and to describe alternative forms suggested. This is what we have called Test Design. In another chapter, Oral Testing, we plan to give suggestions for oral work.
Status: In progress

155.
Name: Mats Oskarsson
Address: Language Teaching Research Center
University of Goteborg
Fack
S-431 20 Molndal/SWEDEN
Title: Guided Self-Assessment in Adult Language Learning
Areas: proficiency, diagnostic, speaking, listening, reading, writing, communicative competence
Languages: English
Description: The aim of the project is to develop methods for selfevaluation of language learning results. Formal as well as informal learner-centered assessment techniques are being investigated. The work includes experiments comparing conventional testing procedures and proposed self-assessment methods. The project is sponsored by the Council for Cultural Cooperation, Council of Europe, Strasbourg.
Status: EDC: July 1977
Documents: Unpublished: Mats Oskarsson, "Guided Self-Assesement in Adult Language Learning". Progress Report, Council of Europe, Division for Out-of-School Education, 1977. Also available from

the Language Teaching Research Center (address, see above). Mats Oskarsson, "Guided Self-Assessment in Adult Language Learning". Final Report, July 1977 (same addresses).

156.
Name: Mats Oskarsson
Address: (See #155)
Associates: Tibor von Elek
Title: Allmanna Spraktestet i Engelska (A General Proficiency Test in English)
Areas: proficiency, speaking, listening, reading, writing, communicative competence, criterion-referenced
Languages: English
Description: The project has been devoted to the preparation of standardized proficiency tests in English covering the following areas: Vocabulary, Grammar, Reading Comprehension, Listening Comprehension, Writing and Speaking Ability. The tests are used on a nation-wide basis in various areas of business and public administration. Certificates stating the candidate's proficiency level in each of the four language skills (Listening, Reading, Writing, and Speaking). A special evaluation study has been undertaken.
Status: Completed
Documents: Oskarsson, Mats, The Relationship Between Foreign Language Proficiency and Various Psychological Variables, Language Teaching Research Center, 1975 (Mimeo)
Balke-Aurell, Gudrun, Validering av spraktest, (Validation of a Language Test Battery), PA-Radet (Box 5157, S-102 44 STOCKHOLM), 1977 (Mimeo)

157.
Name: Allen Ostergar
Address: Language Training Mission
2205 N. 900 E.
Provo, Utah 84601
Associates: Steve L. Grahm
Areas: diagnostic, speaking, listening, culture, communicative competence
Languages: Spanish and 22 other languages
Description: 1) Training document and program for FSI interviewers and raters; 2) Written diagnostic test that is computer scored and analyzed (Spanish only)
Status: EDC: Sept. 1977

158.
Name: Padagogische Arbeitsstelle des Deutschen Volkshochschul-Verbands
Address: Holzhausenstr. 21
6000 Frankfurt am Main
Federal Republic of Germany
Associates: Federal and state language officers
Title: Das Volkshochschul Zertifikatsprogram
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, writing
Languages: English, French, Spanish, Italian, Russian, German
Status: In progress

159.
Name: Padagogische Arbeitsstelleddes Deutschen Volkshochschul-Verbands
Address: (See #158)
6000 Frankfurt am Main
Federal Republic of Germany
Title: Strukturierung und Differenzierung eines Baukastensystems
(Unit/Credit System for Modern Language Learning in Adult
Education)
Areas: achievement, diagnostic, speaking, listening, reading, writing,
communicative competence, criterion-referenced
Languages: English, German, French, Italian, Russian, Spanish
Description: Definition of learning objectives within a unit/credit
system including the preparation of criterion referenced
achievement tests in the six languages based on a common test model
Status: Completed; partly still in progress; EDC: end of 1978
Documents: Titel der Sprachen-Zertifikatsbroschuren:
VHS-Zertifikat Englisch
VHS-Zertifikat Englisch Wirtschaft
VHS-Zertifikat Franzosisch
VHS-Zertifikat Italienisch
VHS-Zertifikat Russisch
VHS-Zertifikat Spanisch
Zertifikat Deutsch als Fremdsprache

160.
Name: Adrian Palmer
Address: English Dept.
University of Utah
Salt Lake City, Utah 84112
Associates: Margot Kimball
Title: The Development of a Battary of Diagnostic Grammar Tests
The Development of an ESL Composition Grading & Diagnostic Kit
Areas: diagnostic, writing, criterion-referenced
Languages: English
Description: We have developed, and are testing, 18 short diagnostic
grammar tests. These tests are keyed to Frank, Modern English and
are designed to enable us to tell the students which sections of
the text they need to study. We have also innovated (we believe)
somewhat in the areas of instructions and format.
The composition grading kit includes a set of benchmark
compositions and a check list for evaluating the
composition in 12 separate areas
Status: In progress

161.
Name: Leslie A. Palmer
Address: American Language Institute
3605 "O" Street, N.W.
Washington, D. C.
Associates: David P. Harris
Areas: proficiency, speaking, listening, reading
Languages: English
Description: Maintenance of the ongoing ALI/GU testing program.
From time to time, research studies are conducted but have none
presently underway

162.
Name: Michel Paradis
Address: Dept. of Linguistics
McGill University
1001 Sherbrooke St. West
Montreal H3A 1G5, CANADA
Associates: Elen Adiv
Title: Communicative Competence vs. Linguistic Accuracy in Immersion School Settings
Areas: proficiency, speaking, communicative competence
Languages: French, Hebrew
Description: A study of relative proficiency in French in a French/English program and in a French/Hebrew/English program. Error analysis to see if a third language influences the acquisition of a second. A study of sociolinguistic factors that may influence differential proficiencies. (control groups in French and Hebrew schools, matched for socioeconomic background and I.Q.)
Status: EDC: 1978

163.
Name: Michel Paradis
Address: (See #162)
Associates: Edouard Beniak
Title: A linguistic analysis of second language competence in an early French immersion programme
Areas: proficiency, speaking, communicative competence
Languages: French
Description: A comparison of linguistic proficiency across grades (from grade 2 to grade 6) in a French immersion school, to determine what structures are acquired at what grade, whether there is continuous progress, plateaus or backsliding at any level.
Status: EDC: 1978

164.
Name: Emily M. Pastor
Address: SIDA
Training Section
10525 Stockholm, SWEDEN
Institution: SIDA (Swedish International Development Agency)
Associates: Norad, Finida, Danida
Title: Nordic Language Test Development
Areas: proficiency, speaking, listening, reading, writing, communicative competence, cloze
Languages: English, French, Spanish
Description: A battery of tests designed to judge language proficiency of candidates for jobs in developing countries. The test takes about two and one-half hours and includes a personal interview with a native speaker.
Status: In progress

165.
Name: Michael Pickering
Address: English Dept.
University of Turku
20500 Turku 50 FINLAND

Title: Guided-Oral-Construction Test
Areas: achievement, speaking, communicative competence
Languages: English
Description: Development of an objective, reliable test of spontaneous speech, functioning as an achievement test of the mastery of specific linguisti items (grammatical items), under conditions of very low student-staff ratio, and providing immediate feedback to student, will construct validity in terms of systemic grammar.
Status: Completed
Documents: I expect to publish a description and discussion of the test mentioned above. This will include examples of test material. I shall be happy to answer enquiries, and will inform you in due course of the whereabouts of the published article.

166.
Name: Ted Plaister
Address: Dept. of ESL
University of Hawaii
1890 East-West Road
Honolulu, HI 96822
Title: Development of listening comprehension test (college level); for placement purposes
Areas: proficiency, achievement, listening
Languages: English
Description: I have never been satisfied with the mental gymnastics examinees have to go through when taking a listening comprehension test. The project I am working on will involve testing students with a l.c. test which has a theme, not unlike the situation a student faces when he is in a lecture. The examinee will listen to leads which are related and be tested on his comprehension of the items. I am setting up a pseudo country (I am famous for that!) and will be 'talking' about that country. The test items will be simple diagrams.
Status: EDC: December 1977

167.
Name: Richard Preston
Address: San Pasqual High School
3300 Bear Balley Parkway
Escondido, CA 92027
Associates: Charmein Ward
Title: Foreign Language Aptitude Testing; Reading in Spanish (Grade Level Determination)
Areas: achievement, aptitude, reading
Languages: Spanish, French, German
Description: Comparison of aptitude scores as related to actual achievement (long term and short term); Reading (entry level) scores evaluated as to exit level score and the grade achievement (reading most basic skill in subject areas).
Status: Will soon begin; EDC: Initial Results 1978-79

168.
Name: Roger Mareschal
Address: Public Service Commission
Government of Canada
Official Languages Programme
12th Floor, Esplanade Laurier
300 Laurier West
Ottawa, Ontario K1A 0m7, CANADA
Associates: Vera Akers, Rubin Friedman, Jean Yamashita, Stephen Hatfield, Roger Paradis, Helene Dechef, Jocelyne Bergeron
Title: Creation of tests of superior ability in a second language for public servants
Areas: proficiency, speaking, listening, reading, writing, validity, reliability, communicative competence, criterion-referenced
Languages: English, French
Description: A test to measure superior levels of second language communicative competence created by the Test Development Section of the Official Languages Programme. This test includes an oral interview to measure speaking ability.
Status: In progress

169.
Name: Mary-Ellen Quintana
Address: Language Program Manager
Procter & Gamble Sunhome Co. Ltd.
Asahiseimei-kan/50, 5-chome, Koraibashi
Higashi-ku, Osaka, JAPAN
Title: Oral Interviews/Diagnostic Testing
Areas: proficiency, achievement, diagnostic, attitude, speaking, listening, reading, writing, culture, communicative competence
Languages: English
Description: Aim: to assign proficiency levels to students for placement and to evaluate achievement for in-company purposes. 1-5 levels of proficiency ratings and the unsatisfactory CELT & MICHIGAN written tests are being used
Status: EDC: 1979

171.
Name: Paulina M. Rea
Address: Institute for English Language Education
University of Lancaster
Lancaster, LA1 4YT
Title: General Medical Council Language Project
Areas: proficiency, writing, communicative competence, criterion-referenced
Languages: English
Description: The aim of the project was to design and construct a writing proficiency test to be incorporated into the General Medical Council's TRAB examination for overseas doctors. The test was to make use of and relate to the communicative environment in which overseas doctors would be functioning within the N.H.S. and attempted to simulate those relevant settings which most frequently occur in the course of a doctor's work and which requires him to use language - especially in the written mode - to communicate. The papers were based on a patient's case history and were constructed with the help of medical experts. The examination aimed

to asses whether "a candidate's command of the English language was sufficient for him to undertake safely employment at the Senior Hansa Officer Council in a British hospital."
Status: Completed
Documents: Unpublished:
1) Interim Reports on Writing Proficiency Tests - TRAB Examination September 1975 - August 1976 (nos. 1-15).
2) Techniques in the Testing of Writing Proficiency in the Area of English for Specialist Purposes - A Test for Doctors. 1976
3) Temporary Registration Assessment Board (TRAB), Notes for Examiners. 1976

172.
Name: Claus Reschke
Address: Dept. of German
University of Houston
Houston, Texas 77004
Title: Oral Proficiency Testing at High School & College Level
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, reliability, communicative competence, cloze, criterion-referenced
Languages: German
Description: 1) Adaptation of FSI Oral Interview Test to High School & College level; 2) Administration of test and evaluation of test results; 3) reliability study of test data; 4) training of testers administering oral proficiency tests
Status: 1) In progress; 2-4) Will soon begin; EDC: Fall 1978

173.
Name: Pamela M. Riley
Address: 6/80 Kurraba Road
Dept. of Education, Sydney University
Neutral Bay NSW 2099 AUSTRALIA
Institution: Sydney University
Title: Cloze Procedure
Areas: diagnostic, reading, cloze
Languages: English
Description: Manipulation of cloze deletions in passages transformed to include different combinations of structural variables with variables such as clause/sentence length
Status: EDC: December 1978

174.
Name: Carolina S. A. Rionda
Address: Institute for Language Teaching
College of Education
U.P., Dileman, Q.C., PHILIPPINES
Title: Measuring Some Receptive & Productive Skills Through Integrative/Discrete-Point Tests
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, writing, validity, reliability, communicative competence, cloze, criterion-referenced
Languages: English
Description: These are several projects undertaken in cooperation with some graduate students at the University. The studies involve development and experimental try-outs (for validity and

reliability) of tests to measure both the receptive-productive skills of different groups of students learning English as a Second Language in the Philippines.
Status: EDC: December 1977

175.
Name: Stephen B. Ross
Address: American Language Program
California State University, Long Beach
Long Beach, CA 90840
Title: Testing ESL through Implicational Scaling
Areas: proficiency, achievement, diagnostic
Languages: English
Description: Using implicational (Guttmann) scaling concepts, we are attempting to identify a set of significant scales which can be used diagnostically. We are beginning with discrete items but consider this preliminary: if scales can be established, we will begin working in the area of communicative competence afterwards, believing that scaling in principle should be applicable in both areas. Present scales focus on the English auxiliary system, embedding, and English phonological contrasts.
Status: In progress

176.
Name: Irving P. Rothberg
Address: Spanish and Portuguese
University of Massachusetts
Amherst, MA 01002
Associates: Fresia Bradford, Blanche DePuy (Sabbatical, 1977-78), Sabra MacLeod
Title: Placement/Achievement Test every semester of elementary and intermediate Spanish classes
Areas: achievement, listening
Languages: Spanish
Description: An attempt to 1) measure effectiveness of course design and teaching in the first four semesters of Spanish, and 2) to place new students with previous experience in Spanish in the proper course of the sequence.
Status: EDC: on-going

177.
Name: Sydney Sako
Address: (See #177)
Institution: Defense Language Institute, English Language Center
Associates: Cortez Parks, Maryanne Murcia-Celce, Robert F. O'Brien, Jerry Silverstein, Claude Grubbs, John Cox
Title: English Comprehension Level Tests
Areas: proficiency, listening, reading
Languages: English
Description: 1) Development of English Comprehension Level Tests; 2) A Methodology to Achieve Secure Administration of English Comprehension Level Tests. Final Report 10 May 1971. Contract DLIELC with Southwest Research Institute; 3) The Generation of 1,200 Multiple-Choice English Language Test Items. Final Report 15 April 1972. Contract DLIELC with Systems Development Corp.
Status: 1) In progress; 2&3) Completed

178.
Name: Sydney Sako
Address: (See #177)
Institution: Defense Language Institute; English Language Center
Associates: Cortez Parks, Robert F. O'Brien, Jerry Silverstein
Title: Book Quizzes for American Language Course Materials
Areas: achievement, reading, criterion-referenced
Languages: English
Description: Development of Book Quizzes for Elementary, Intermediate, Advanced, Specialized English (3 forms each, total of 280 quizzes)
Status: EDC: 1978

179.
Name: Sydney Sako
Address: (See #177)
Institution: Defense Language Institute; English Language Center
Associates: John B. Carroll, Miles McPeck of ETS
Title: English Language Aptitude Tests
Areas: aptitude
Languages: English
Description: 1) Development of 3 additional forms of English language Aptitude Tests. A DLIELC contract with Education Testing Service 2) Development of an English Language Aptitude Test. Final Technical Report. Contract DLIELC with ETS, 8 October 1970.
Status: 1) Completed
Documents: Unpublished: Sako, S. and Benjamin Fruchter. The Predictive Validity of an English Language Aptitude Battery of Tests for Foreign Students. Paper presented at TESOL Conv. 13 March 1965. San Diego. and Conv. So. Psychol. Ass., Ohla City, 9 April 1965. Published: Sako, S. and Benjamin Fruchter. Statistical Study of the Prediction of Language Achievement of Foreign Students. Ann Arbor. Lang Learning, Vol XV, 1 & 2, 1965.

180.
Name: Sydney Sako
Address: (See #177)
Institution: Defense Language Institute; English Language Center
Associates: John Fremer, Francis A. Cartier
Title: Criterion-Referenced Testing
Areas: criterion-referenced
Languages: Spanish
Description: Development of Handbook for Conducting Task Analyses and Developing Criterion-Referenced Tests of Language Skills. March 1975. DLIELC contract with ETS.
Status: Completed

181.
Name: Sydney Sako
Address: (See #177)
Institution: Defense Language Institute; English Language Center
Associates: Jesse J. Villarreal and Francis A. Cartier
Title: Indirect Measure of Oral Proficiency
Areas: proficiency, speaking
Languages: English
Description: To develop an indirect measure of oral proficiency. The product consisted of a 50-item test in which examinees are

required to discriminate between native and non-native speech. Another product was the following report: Villarreal, Jesse J., A Measure of Oral Output: A test to measure the ability of non-native speakers of English to articulate English speech. DLI contract with Univ. of Texas. F41609-68-R-0042. Austin: Center for Communication Research, Univ. of Texas. July 1, 1969.
Status: Completed

182.
Name: Jean-Guy Savard
Address: CIRB-Grand Seminaire-6e etage sud
Universite Laval, Quebec, G1K 7P4, CANADA
Institution: University
Associates: Groupe de recherche en didactique des langues et Centre International de recherche sur le bilinguisme
Areas: a) Placement in French as a second language: Test Laval, forms a, b, and c
b) Analytical Bibliography of Language Tests - vol. II
c) Tests d'admission aux colleges et aux universites canadiennes
Languages: French, English
Description: a) Test Laval: Form A (1971) - Forms B and C (1976)
b) Bibliography: vol. I (1969) - vol. II (forthcoming)
c) Tests d'admission: 3 experimental forms in French;
3 experimental forms in English
unpublished

183.
Name: Karl E. Schevill
Address: 5505 Tolman Hall
School of Education
University of California
Berkeley, CA 94720
Associates: James Stone
Title: "Performance Evaluation in Foreign Language," Electing the "e" requirement for admission to the Univ. of California
Areas: speaking, listening, reading, writing, culture, communicative competence
Languages: French, German, Spanish
Description: Four high school districts (Alameda, Oakland, Ocalones, and San Ramon) are planning with the University of California at Berkeley to begin the project this summer (1977)
Status: Will soon begin; EDC: First phase results, summer of 1978

184.
Name: Lucille Schneider
Address: Program in ESL
152 Klaeber Court, 320-16th Avenue S.E.
University of Minnesota
Minneapolis, MN 55455
Associates: Thomas Miller
Title: A Study of Teacher Predictions and Student Performances
Areas: proficiency, achievement, diagnostic, attitude, listening, reading, writing, validity, cloze
Languages: English
Description: A study of the following correlations:
1) Predictions of classroom teachers and actual student test scores

on the Minnesota Battery (Michigan A-C, Michigan ELP, a composition)
2) A cloze test and the Battery
3) Part scores of Michigan tests and total score
4) Attendance and increase of total score over 10 weeks
High correlations were found for 2)
Status: In Progress; EDC: September 1977

185.
Name: Renate A. Schulz
Address: Department of Foreign Languages
University of Arkansas
Fayetteville, Arkansas
Title: "Discrete-Point vs. Simulated Communication Testing: A Study of the Effect of Two Methods of Testing on the Development of Communicative Proficiency in Beginning College French Classes."
Areas: proficiency, achievement, speaking, listening, reading, writing, culture, communicative competence
Languages: French
Status: Completed
Documents: "Discrete-Point Versus Simulated Communication Testing in Foreign Languages," Modern Language Journal, forthcoming 1977
The original study was completed as a Ph.D. dissertation and is available from Dissertation-Abstracts (Ph.D. The Ohio State University, 1974).

186.
Name: Lyndon W. Searfoss
Address: 406 Farmer Bldg.
Arizona State University
Tempe, AZ 85281
Associates: Jan Skinner
Title: Cross-Comparison of Leading Oral Language Tests
Areas: proficiency, achievement, diagnostic, speaking, culture, reliability
Languages: Spanish
Description: Cross comparison of 4 leading tests of oral language in random stratified sample K-3- Spanish surname to determine percent of agreement.
Status: Will soon begin; EDC: 1978; Pilot completed, major study 1978
Documents: Preliminary report, free

187.
Name: Alex M. Shane
Address: Dept. of Slavic Languages and Literatures
State University of New York
1400 Washington Avenue
Ablany, NY 12222
Title: 1) Correlation of scores on MLA Russian proficiency examination with years of study at SUNY Albany.
2) Effect of one semester intensive study in Moscow (advanced proficiency examination)
Areas: proficiency, achievement, listening, reading, writing
Languages: Russian
Description: 1) Administration of MLA Proficiency examination (reading, Writing, listening) to second and third year Russian language

students in an effort to establish levels of performance, relation of performance to grade (over a five-year period). Use of forms MA and MB

2) Attempt to measure achievement in mastery of Russian language during a four-month intensive program in Moscow. Test group of 30 students over a three-year period. Use forms HA and HB

Status: EDC: March 1978

188.

Name: Stan Shapson

Address: Faculty of Education
Simon Fraser University
Burnaby, B. C., CANADA

Associates: David Kaufman

Title: British Columbia French Study

Areas: proficiency, achievement, aptitude, attitude, speaking, listening, opinions of parents, administrators, teachers, students

Languages: French

Description: This is a study of French programs in the elementary schools in approximately 25 school districts in the province of British Columbia. Each district will receive its own profile report. A provincial summary report will be produced as well as a research monograph and a self-evaluation handbook. Parents, teachers, administrators and students are being surveyed.

Status: EDC: September 1978

189.

Name: Alex Sharma

Address: TESL Centre/Concordia University
1455 de Maisonneuve Blvd., West
Montreal, Quebec H48 1R6

Title:
1) The Use of Diagnostic Tests as a Teaching Aid: Error Analysis of TOEFL Test administered to Saudi Aradian Students (1975)
2) Diagnostic Tests in an Individualized Grammar Course for Francophone Teachers (1976)

Areas: diagnostic

Languages: English

Description:
1) TOEFL test constructed and administered to Saudi Arabian students in project at Indiana University. Error Analysis conducted to determine problems peculiar to group with view to revising curriculum in EFL instruction. Test and results available.
2) An experimental course in English Grammar for Francophone teachers of ESL was conducted at Concordia University in a re-training program of the TESL Centre. A set of four tests covering material in Krohn's English Sentence Structure (Michigan, 1971) was used to diagnose individual problems and serve as a guide for remedial work. A final test was based on the most frequent problems.

Status: Completed

190.
Name: Victor M. Shaw
Address: Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93940
Associates: Martha Herzug
Title: Spanish Taped Oral Proficiency Test Study
Areas: proficiency
Languages: Spanish
Description: A taped oral proficiency test (with two alternate forms) was developed by Educational Testing Service in 1972. The present project is to determine validity and reliability by correlating it with the FSI-type interview.
Status: EDC: March 1978

191.
Name: Amy Sheldon
Address: Dept. of Linguistics
Univ. of Minnesota
142 Klaeber Court
Minneapolis, MN 55455
Title: Comprehension of relative clauses by children and adults
Areas: proficiency, diagnostic, listening
Languages: English, French, Japanese
Description: 1) Testing comprehension of relative clauses in English & French by 3-5 year old English speakers and 4-10 year old French speakers
2) Testing relative clause structure complexity for adult English and Japanese speakers
Status: Completed
Documents: "The role of parallel function in the acquisition of relative clauses in English." J. of Verbal Learn. & Verbl. Beh. 13, 272-281, 1974.
"On Strategies for processing relative clauses: A comparison of children and adults." J. of Psycholinguistic Res. 6,4, 305-318, 1977.
"The acquisition of relative clauses in French & English Implications for language learning universals." In F. Eckman (ed.), Current Issues in Linguistics: Language Typology, Bilingualism & Experimental Linguistics. Hemisphere Publ. Corp. (in press). Also in ERIC/C.A.L., 1977.
"Speakers intuitions about the complexity of relative clauses in Japanese & English." In S. Mufwene, C. Walker, S. Steeven (eds.), Papers from the Twelfth Annual Meeting of the Chicago Linguistic Society, 558-67, 1976.

192.
Name: Elana Shohamy
Address: 224 Peik Hall
University of Minnesota
Minneapolis, MN 55655
Title: The Relationship Between Oral Interview Procedure and Cloze Procedure in Hebrew
Areas: proficiency, achievement, aptitude, attitude, speaking, validity, reliability, communicative competence, cloze
Languages: Hebrew
Description: Examination of the relationship between scores on

cloze and global scores on the oral interview procedure, as well as the relationship between sub-categories (context, vocabulary, grammar) and sub categories of the interview (vocabulary, grammar, fluency and accent). One hundred University of Minnesota Hebrew students (beginning, intermediate, advanced and natives) are taking the interview and 3 cloze passages of various difficulty levels. Attitude toward the experience Israel, Hebrew language, is assessed in addition to measures of aptitude, confidence in the language, and self rating of language proficiency.
Status: EDC: Fall 1977

193.
Name: Marietta Saravia Shore
Address: Bilingual Education Applied Research Unit
Hunter College
560 Lexington Avenue
New York, NY 10022
Associates: Iris A. Martinez-Arroyo, Frank Guerrero
Title: Bilingual Diagnostic-Prescriptive Language Tests: English Proficiency Test; Spanish Proficiency Test
Areas: proficiency, diagnostic, speaking, listening, writing
Languages: English, Spanish
Description: These tests are designed to determine the bilingual students' level of English and Spanish language proficiency. Each consists of three sub-tests geared to measure three areas of language development: listening, speaking, and writing at the following three levels of difficulty:
Level A - grades k, 1, and 2
Level B - grades 3 and 4
Level C - grades 5 and 6
Status: EDC: field test version by July 1977

194.
Name: Charles Stansfield
Address: Dept. of Spanish
University of Colorado
Boulder, Colorado 80302
Title: Colorado Diagnostic Test of English as a Second Language
Areas: diagnostic, speaking
Languages: English
Description: The test consists of two sections: one phonology and one morphology and syntax. It is designed for students age 5 to 18. The phonology section consists of the repetition of 100 minimal pairs. The morphology and syntax section assess the students ability to produce 38 structures of English. The student is shown one of 24 pictures, asked a question about the picture, and completes a response to the question initiated by the testor. The administrator marks each response on an individual profile sheet which can then be used to determine the type and level of instruction needed by the student. Suitable for students of any language background. Sponsored by Colorado Dept. of Education.
Status: EDC: December 1977

195.
Name: Douglas K. Stevenson
Address: Universitat Essen
Fachbereich III
Bargmannhaus 4061
43 Essen 1, Bundesrepublik Deutschland
Title: Eine kritische Evaluierung von Leistungsmessungsinstrumenten im Englishen an der Universitat Essen - II
Areas: proficiency, attitude, speaking, listening, validity, cloze
Languages: English
Description: On-going project which is developing a testing program for the Uni Essen / supported by several sub-experiments into validity of oral and written cloze against CELT and Cologne Proficiency Test/attitudes toward accents as factors in proficiency testing
Status: EDC: January 1978

196.
Name: Brent M. Strong
Address: Department of Foreign Languages
USAF Acadamy, Colorado 80840
Institution: Ohio State University
Title: The Cloze Test as a Procedure for Establishing Rational German Prose Readability Standards
Areas: reading
Languages: German
Description: The purpose of this research is to examine the cloze procedure as a rational alternative for measuring the readability of German prose. This is to be done by comparing the test scores matched students obtain over a selected piece of German prose. Specifically, scores achieved by students administered the cloze testing procedure will be compared by means of polynomial regression analysis with scores achieved by their matched counterparts, who have been administered a specially prepared achievement test.
Status: EDC: Summer 1977

197.
Name: Janet King Swaffar
Address: Department of Germanic Languages
University of Texas
Austin, Texas 78712
Associates: Betty Nance Webber, Margaret Woodruff, Jack Jackson, Don Stephens, Nancy Zeller, Truett Cates, Phyllis Manning, Julie Gathman, Martha Morgan
Title: From Listening to Reading Comprehension: Integrating Comprehension Skills in Foreign Language Learning at the College and Secondary Level
Areas: achievement, aptitude, attitude, listening, reading, validity, reliability
Language: German
Description: The project will introduce a beginning German curriculum/ teaching strategy at the high school level and will continue to develop an existing first-year experimental college program--with a view toward replacing the 4-skills FL learning approach with a listening/reading emphasis approach. Objectives include (1) to enable a large number of students with disparate FL aptitudes to

succeed in achieving a high level of listening/reading comprehension skills in German; and (2) to improve student attitude toward learning German.

Documents: "Activities and Games for Foreign Language Learning" (Margaret Woodruff), "An Experimental First-Year German Program Incorporating the Total Physical Response Strategy" (Margaret Woodruff), "Oral and Aural Communication in a Reading Program" (Margaret Woodruff) "Comprehension and Communication--Fine, But What Do You Do About Grammar?" (Margaret Woodruff), "Lessons for Beginners Learning a Second Language, German" (Margaret Woodruff); "Language for Comprehension: Focus on Reading" (Janet King et al., submitted to Modern Language Journal)

Status: EDC: August 1978

198.

Name: Merrill Swain

Address: Modern Language Centre
Ontario Institute for Studies in Education
252 Bloor St. W.
Toronto, Ontario M5S 1V6 CANADA

Associates: Henri C. Barik, Sharon Lapkin

Title: Bilingual Education Project

Areas: proficiency, achievement, listening, reading, writing, communicative competence, cloze

Languages: French

Description: Evaluation of bilingual education programs in Ontario; curriculum development, psycholinguistic studies.

Tests developed: French comprehension Test, Primer and Level 1
Test de Lecture, Grades 2-6
Cloze Test for Grades 5-6
Story Writing test

Status: EDC: 1979

199.

Name: JoAnn Sweeney

Address: Dept. of Classical Studies
Dumbach Hall
25 Loyola University of Chicago
6525 N. Sheridan Road
Chicago, IL 60626

Title: Administration of Princeton Testing Service exams in Latin and Greek to determine norms in the event a language requirement will be re-instituted at LU of Chicago

Areas: proficiency, reading

Languages: Latin, Greek

Status: EDC: no date set at the present

200.

Name: Tadashi Takahashi

Address: 1165-2 Shikata, Shikata-cho,
Innami-Gun, Hyogo-ken
Japan 675-03

Institution: English Teachers' Association
Kobe City University for Foreign Studies

Associates: Koshi Kuroda, Morio Kohno

Title: How to Evaluate the Students' Ability in Speaking and

Listening
Areas: Speaking, Listening, Reliability, Communicative Competence

Languages: English
Description: To know the result of the newly cultivated teaching method of J. J. Asher, San Jose State University.
Status: EDC: End of 1977

201.
Name: Charles V. Taylor
Address: TEFL Program (A26)
University of Sydney
NSW AUSTRALIA 2006
Title: 'Dictogloss' dictation test
Areas: proficiency, listening, writing
Languages: English
Description: Not really a project, but over 3 years we have administered the Dictogloss to 3 sets of about 50 overseas students Results were correlated with performance. Cloze tests were also administered, and correlations between all three modes were high, that between cloze and dictogloss and performance highest
Status: EDC: End 1978
Documents: Language Testing: The Dictogloss. A TEFL Booklet No. 3, published by Association of Teachers of English as a Foreign Language (NSW), c/o Child Migrant Centre, Blackfriars St., Chippendale, NSW, Australia, 2008. Price $1.00.

202.
Name Roushdy Ahmad Toiemah
Address: 224 Peik Hall
University of Minnesota
Second Languages and Culture Education
Minneapolis, Minnesota 55455
Associates: Dale Lange, Helen Jorstad
Title: The USe of Cloze to Measure the Proficiency of Students of Arabic as a Second Language
Areas: proficiency, cloze
Languages: Arabic
Description: This study is an attempt to investigate the relationship between CLOZE and listening and reading comprehension in Arabic as a second language. It also deals with the language aptitude and other characteristics.
Status: EDC: January 1978

203.
Name: Jorma Tommola
Address: Dept. of English
University of Turku
20500 Turku 50, FINLAND
Title: Aspects of linguistic expectancy in English and Finnish
Areas: proficiency, listening, reading, validity, reliability, cloze
Languages: English, Finnish
Description: The aim is to study and compare English and Finnish with respect to tolerance of redundancy reduction through cloze (mainly written, to some extent also aural). Topics include

predictabilities of parts of speech; effect of sentence structure in predictability; textual links and predictability. The data (responses by English native speakers, Finnish native speakers and Finnish EFL learners, all 16-20 years of age) will also be analysed from a language testing point of view, with main emphasis on validity and reliability of EFL cloze tests of various types.

Status: EDC: during 1978

Documents: Publications resulting from project: all will be in article form; not possible to specify titles yet.
Unpublished information: available through correspondence

204.

Name: Roger Tremblay
Address: Faculty of Arts
University of Sherbrooke
Sherbrooke, Quebec, CANADA
Associates: Zoltan P. Dienes, Graham Cantieni
Title: The Use of Concrete Mathematical Situations in Learning a Second Language: A Dual Learning Concept
Areas: achievement, speaking
Languages: French

Description: In the context of an immersion program, we attempted to evaluate the usefulness of teaching certain French structures through a variety of open-ended problem-solving activities. The main advantage of this approach was that it enabled us to create true communication situations with a minimum of teacher intervention since the students were required to use the new language in defining for themselves their own problem solving strategies and the related rules. The activities themselves were not, however, completely free since the problems were chosen for their usefulness in eliciting specific language structures. The results demonstrated that the children were indeed led to learn these structures and did indeed use the language during their activity. As a result we feel that we can say that it is possible to create testing and learning situations which lead to true communication with a minimum of teacher intervention. However, much work still needs to be done on defining the types of teacher intervention as well as the types of problem-solving activities.

Status: Completed

Documents: Graham Cantieni, Roger Tremblay, "The Use of Concrete Mathematical Situations in Learning a Second Language: A Dual Learning Concept," TESOL Quarterly, VII, 3 (Sept. 1973), pp.279-288
Graham Cantieni, Roger Tremblay, "Mathematics in a Second Language" Journal of Structural Learning, IV, 1975, pp. 231-237
Graham Cantieni, Zoltan P. Dienes and Roger Tremblay, Approche Concrete de mathematique et langue seconde, Montreal, Que.: H.M.H. 1974

205.

Name: Josephine Trifilo
Address: 3625 N. 55th Street
Milwaukee, WI 53216
Institution: Milwaukee Public Schools
Associates: Linda c. Corrao
Title: A diagnostic test for screening and determining placement of prospective ESL students at the secondary level

Areas: proficiency, diagnostic, speaking, listening, reading, writing, communicative competence
Languages: English
Description: Title is a description—although along with this test we have developed a scope and sequence of the ESL curriculum at the secondary level of Milwaukee Public Schools
Status: EDC: June 1977

206.
Name: Claude Truchot
Address: 3 rue Louvois
67000 Strasbourg, FRANCE
Institution: Institut de Linguistique Appliquee
Title: English Proficiency Test
Areas: proficiency, diagnostic, listening, reading
Languages: English
Description: The English Proficiency Test consists of two parts:
1) Le Test de Comprehension de l'anglais oral (60 items)
2) Le Test de grammarie anglais (60 items)
Status: EDC: Fall 1977

207.
Name: Marjorie Tussing
Address: Dept. Foreign Languages & Literature
California State University
Fullerton, CA 92634
Title: Attitude survey to determine reasons students study foreign languages at this institution
Areas: attitude
Languages: Arabic, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, Spanish
Description: We surveyed 952 students to determine the reasons students are currently studying foreign languages at CSUF. In view of the declining job market for FL skills with the exception of Spanish, we wanted to ascertain students priorities in this field. In addition we will compare responses according to individual languages.
Status: Part one will be complete in Summer 1977. The survey will be made again in Spring 1978 and the results of both will be available in the Fall of 1978

208.
Name: Albert Valdman
Address: Dept. of Linguistics
Indiana University
Bloomington, IN 47401
Associates: Marvin Mooby, Betsy Kerr-Barnes
Title: French Speaking Test
Areas: proficiency, achievement, speaking, communicative competence
Languages: French
Description: Designed to evaluate proficiency after one semester of regular (5 hrs/week) college French
Status: EDC: December 1977

209.
Name: Robert E. Vicars
Address: 1030 West Wood Street
Apartment 8
Decatur, IL 62522
Institution: Middlebury College, Middlebury, Vermont 05753
Associates: Rebecca M. Valette
Title: "`Noise Dictation` (with and without clozure) as a Measure of French Language Proficiency"
Areas: proficiency, listening, writing, validity, reliability, communicative competence, cloze
Languages: French
Description: The experiment, to be run at the Middlebury College French School this summer, seeks to establish the validity of the traditional dictee and/or a dictee with clozure (defined as the final sentence of a mini-dialog or mini-speech) as a measure of overall competence in French. Test results will be correlated with those of the placement test (rather traditional multi-part test) used by Middlebury to place students in "language" courses. The project in question is being carried out as part of the author's thesis research.
Status: EDC: summer 1978

210.
Name: Alberto Barrera Vidal
Address: Universitat Trier
Postfach 3285
D.5500 TRIER, WESTERN GERMANY
Institution: Sprachzentrum (Institute ofApplied Linguistics)
Associates: Gerard Bender
Title: Test de francais (m'reau universitaire)
Areas: diagnostic, speaking, listening, reading, writing, criterion-referenced
Languages: French
Status: EDC: 1980-81

211.
Name: Alberto Barrera Vidal
Address: Sprachzentrum Romanistik
Universitat Trier
Postfach 3825
D . 5500, Trier, WEST GERMANY
Institution: University of Texas
Associates: Gerard Bender, Genevieve Bender-Berland
Title: Franzosische Sprachtests fur Erstsemester
Areas: aptitude, diagnostic, speaking, listening, reading, writing, competence stylistique (connaissance passive)
Languages: French

212.
Name: Ashara Wangostorn
Address: The Central Institute of English Language
4th Floor, Chemistry Building
Science Faculty Mahidol University
Rama VI Road
Bangkok 4, THAILAND
Associates: Kanda Sitachitta, Phon Kampang
Title: Thai Language Aptitude Test (TLAT)
Areas: proficiency, aptitude, listening, culture, communicative competence
Languages: Thai
Description: The purpose is to develop a test to assess Thai students' aptitude for learning languages. Carroll's and Thurston's theories of language aptitude underlie the construction of the test
Status: EDC: August 1978
Documents: An article concerning the development of TLAT appearing in the PASAA Journal, Vol. VII, Nos. 1 & 2, March 1977 - Proceedings of CIEL Seminar on Measurement and Evaluation of Language Learning.

213.
Name: Robert C. Weissberg
Address: Dept. of Speech
Box 3W
New Mexico State University
University Park, N. M. 88003
Associates: Stephen S. Farmer
Title: Use of the Lindamood Test of Aural Perception as a Predictor of Success in Second Language Learning (with adults)
Areas: diagnostic, listening
Languages: English
Description: The Lindamood Test was designed to be used by clinicians in Speech and Hearing clinics to diagnose language disorders. It measures the subject's ability to discriminate on speech sound from another and ability to perceive the order and number of sounds in sequence.
The Lindamood will be used in conjunction with traditional measures of English language proficiency to determine its effectiveness as a predictor of adults who may have difficulty in acquiring a second language. Tests will be administered pre- and post-session to a group of Beginning English language learners enrolled in a one-year intensive program.
Status: Will soon begin

214.
Name: Marjorie Wesche
Address: Guidance Service, Staff Development Branch
Public Service Commission of Canada
177 Nepean Street
Ottawa, Ontario K1A 0M7, CANADA
Associates: A. Lagasse, T. Sibiga, J. Lefrancois, et al.
Title: Behavioral correlates of language aptitude
Areas: aptitude, diagnostic
Description: The project seeks to identify behavioral correlates of measured language aptitude, using systematic behavioral observation of adult second language students both during pre-training

interviews and in the classroom during intensive language training. Aptitude measures are the Modern Language Aptitude Test (Carroll and Sapon, 1959) for Anglophones and the Test d'Aptitude aux Langues Vivantes (Wells et al, 1976). Other supplementary material on students is used in interpretation.
Status: EDC: February 1978

215.
Name: Valerie Whiteson
Address: 6 Havazelet Street
Kiron, ISRAEL
Institution: English Dept. Bar Ilan University
Title: A university entrance examination for non-native speakers of English planning to major in that language.
Areas: proficiency, speaking, listening, reading, writing, communicative competence, cloze, `noise` test
Languages: English
Description: The examination is made up of three components: a cloze test, dictation and the Seliger/Whiteson Noise test. We will try to show that this exam is valid as a predictor of success in the English department.
Status: In progress

216.
Name: Ernest J. Wilkins
Address: 351 E. Center #303
Provo, Utah 84601
Associates: Anabel Pinero
Title: Functional English as a Second Language for Adults
Languages: English
Description: We are developing some career education oriented materials and in connection with the project supported by the State Board of Education we intend to include a placement test and an achievement test with each of the 12 units. We are not actually doing research on testing. Please keep me on your active file as a person being very interested in your findings and latest strategies in testing.
Status: Will soon begin; EDC: January 1978

217.
Name: Graeme Withers
Address: c/o Australian Council for Educational Research
Box 210, P. O.
Hawthorn, Victoria 3122 AUSTRALIA
Title: Migrant Education Project
Areas: diagnostic, speaking, listening, reading, writing, communicative competence, criterion-referenced, and a range from sounds & symbols through grammar, vocab., idiom, integrated comprehension and production to communicative competence
Languages: English
Description: Development of 84 tests and checklists to monitor the progress of migrant children in Australian schools
Status: Completed
Documents: Handbook for teachers' interpretation; Manual for administration; Cassette tapes for listening tests; Standard & special test stationery for a total of 84 tests; A complete set

of materials was distributed gratis to each of 3,200 schools Australia-wide. Some 50 sets will be available for sale from ACER on collation (price not yet fixed but approx. $175). No separate publication of individual elements.

218.
Name: Janice Yalden
Address: Dept. of Linguistics
Carleton University
Ottawa K1S 5B6, CANADA
Title: Venezuelan project
Areas: proficiency, achievement, diagnostic
Languages: English
Description: Informal study of levels of proficiency reached by Venezuelan students preparing for academic work in English language, scientific disciplines, in Canadian universities. Associated study of factors contributing to success or failure in the programme, which is a year-long, intensive one.
Status: EDC: on-going, Perhaps Spring 1979

219.
Name: Carl Ziegler
Address: Department of Germanic Languages
Indiana University
Bloomington, Indiana 47401
Title: The Assessment of Minority Student Involvement in Foreign Language Related Disciplines
Areas: proficiency, achievement, aptitude, diagnostic, attitude listening, reading, cloze
Description: There are many facets to the total study, i.e. many studies which form a fairly comprehensive report. Some projects are finished, others are in the planning stages.
Status 1 January 1978

220.
Name: Susan Zimin
Address: 33 Gay Street
Newtonville, Mass. 02160
Institution: Boston University, CELOP
Associates: Bruce Fraser
Title: Development of pragmatic level analyses of language, in particular notions of politeness. Variables: sex, intimacy of speakers
Areas: proficiency, diagnostic, communicative competence
Languages: English
Description: The project is part of my doctorate dissertation. Data is being collected from native English speakers and native Spanish speakers speaking English through role-play situations and questionnaires. We are trying to define experimentally the politeness (or not) of utterances and to determine which variables, context, sex or intimacy for example, play a role in the form utterances take.
Status: In progress

S1
Name: Salman H. Al-Ani
Address: Dept. of Near Eastern Languages & Literature
Goodbody Hall, Indiana University
Bloomington, Indiana 47401
Associates: Raji M. Bammura
Title: Arabic Proficiency Test
Areas: proficiency, listening, reading, writing, translation, composition
Language: Arabic
Description: A committee was formed, summer, 1967, to compile an Arabic Proficiency Test. The test was revised in 1974. A new committee is being formed to compile and revise a new test or tests. The Arabic Proficiency Test is being used extensively at the major centers for teaching Arabic as a second language, both in the United States and abroad. The Arabic Proficiency Test is used at a college or above level.
Status: EDC:Summer 1979 (2nd stage)

S2
Name: Pierre Arnaud
Address: 131, rue Louis Becker
69100 Villeurbanne
France
Institution: U.E.R. de lettres et civilisations
étrangères
UNIVERSITE LYON 2
86, rue Pasteur
69365 LYON CEDEX 2
France
Title: Etude de certains facteurs en relation avec le niveau en vocabulaire anglais des ètudiants
Areas: proficiency,attitude,culture,vocabulary
Languages: English
Description: Standard scores in two vocabulary tests are correlated with scores in tests of structures - French vocabulary - general knowledge - knowledge of Anglo-American civilization. Population: approx. 140 first year university students of English.
Status: EDC: May 1979
Documents: "Suggestion pour la mesure de la motivation chez les ètudiants en langue", CONFLUENTS, 1978, No. 2

S3
Name: Liliana Baltra
Address: English Department, CPEIP
Casilla 16162
Santiago 9, Chile
Institution: Center for In-Service Training and Educational Research
Associates: Ninette Laurent, Joaquin Ribó
Title: Experimental Project in the Language Lab to improve Secondary School students' oral proficiency in English.
Areas: proficiency, speaking, listening, communicative competence
Languages: English

Description: One hundred and twenty secondary school students are attending a language lab special program for highly motivated students of English. The final objective is that all students should be able to maintain a basic conversation connected with the topics covered in the different lab units by adapting them to personal situations. The testing scheme includes a pre-test/post-test procedure, including items to test listening comprehension skill and speaking abilities. During the project, students will be observed and their behavior registered in a special chart. (Formative evaluation)
Status: EDC: January-February 1979
Documents: Proyecto Experimental de Perfeccionamiento en Inglés Oral (en el Laboratorio de Idiomas) para alumnos de E. Media.
L. Baltr; N. Laurent; J. Ribo.
(mimeo.) CPEIP, Lo Barnechea, Chile, 1978.

S4
Name: S. Batalion
Address: Language Standards Control Detachment
CFB, St. Jean, Richelain, P.Q. Canada J0J 1R0
Associates: Jerry Hughs, Fred Ford, Philip Ryan, Lindsay Hurni, B.J. Angi, I. Copping, Klara Macskasy, Ron Habinski
Title: Proficiency (in) Writing Test
Areas: proficiency, writing, validity, reliability, communicative comptence, criterion referenced, translation
Languages: English
Status: EDC: March 1979

S5
Name: Antoine Beck
Address: 13, rue de Bale - OSTWALD
F 67400 ILLKIRCH - GRAFFENSTADEN
France
Institution: INRDP 29, rue d'Ulm
F75005 Paris
Title: Elaboration, validation and utilization of language tests in level-groups in secondary schools of France
Areas: Aptitude, attitude, listening, writing, validity, reliablity, criterion-referenced
Languages: German
Description: Construction of a test-battery. Confrontation with school levels.
Status: EDC: 1978/79

S6
Name: N. Fargo Belmore
Address: Dept. of Educational Research
Ostra Ag. 9
753 22 Uppsala, Sweden
Title: Computational Studies in Foreign Language Learning
Areas: proficiency, achievement, aptitude, criterion-referenced, translation

Languages: English
Description: Projet includes automated analyses of free-response tests: 1) an aptitude test developed Peter H. Green (Lang. Teaching Centre, Univ. of York), 42 items, n=118. 2) two achievement tests prepared by N. F. Belmore (selections based on a computer-analysis of 5 1/2 years' teaching materials); 100 items, n=268 and 282 items, n=772. 3) one proficiency test developed by Torsten Lindblad (Dept. Edc. Res., Gothenburg Univ.), 150 items, n=105. Information from these analyses bears especially on empirical criteria for estimating the relative difficulty of a language task, constructing and grading both multiple choice and free-response tests and pinpointing the most likely sources of an error.
Status: EDC: 30 June 1978
Documents: Belmore, N. Fargo. Automated Procedures for Analyzing Free-response tests. Paper for presentation at the Fifth International Congress of Applied Linguistcs, Montreal, Canada, August 1978.

Belmore, N. Fargo. Goals for the Future. In Forsknings- och utvecklingsarbete i moderna sprak (Research and Development in Modern Languages). Sweden: National Board of Education, Bureau L3, 1977, p. 228-242.

Belmore, N. Fargo. The Computer as an Aid in Program Design. In Plurilinguisme a l'université, Tome 2. Cahiers de l'institut des langues vivantes 26. Louvan, Belgium: Universite catholique de Louvain, 1975, p. 718-730.

Belmore, N. Fargo. Principer för urval av ord vid främmandesprakinlärning (Swedish: Principles for vocabulary choice in foreign language teaching). In Lingvistik och Sprakpedagogik (Linguistics and Language Teaching). Stockholm: Department of Linguistics, Stockholm Univ., 1976.

Belmore, N. Fargo. Language Teaching Research and the Computer. Report to the Swedish Council for Social Science Research, Dept. of Edc. Res., School of Education and Uppsala Univ., Sweden, 1975. ERIC Document 123 930. Resources in Education, 1976, 11(10), p. 87. (Abtract).

S7
Name: Hebert Boswau
Address: Department of Languages
Box 8198 University Station
Grand Forks, ND 58202
Institution: University of North Dakota
Title: Placement in German: Pre-Test Factors
Areas: proficiency, listening, reading
Languages: German
Description: To examine selected pre-test variables in relation to college placement test scores in German.
Status: EDC: August 1979

S8
Name: Michael Canale
Address: The Ontario Institute for Studies in Education
252 Bloor St. West
Toronto, Canada M5S 1V6
Associates: Merrill Swain, Ross Traub, Les McClean (OISE)
Title: French as a Second Language: Ontario Assessment Instrument Pool
Areas: proficiency, achievement, speaking, listening, reading, writing, communicative competence, criterion-referenced
Languages: French
Description: The main objectives of this project are 1) to identify in each of the four language skills the criteia that students of French as a Second Lananguage in Elementary and Secondary Schools in Ontario should be able to meet, 2) to contribute to the creation and operation of an assessment instrument pool by gathering, assessing, and developing a variety of instruments methods, and calibrated test items for use by the Ministry of Education, Ontario, and 3) to identify the advantages and disadvantages of using a functional approach to the teaching of French as a Second Language in core programs.
Status: EDC: May 1980

S9
Name: Anne Corrigan
Address: English Language Institute, Testing Division
3039 NUB
Univeristy of Michigan
Ann Arbor,Michigan 48109
Associates: Barbara Dobson, Mary Spaan, Steve Tyma, John Upshur
Title: The advisability and feasibility of using a dictation test as part of the procedure to place ELI students inn intensive courses.
Areas: proficiency, dictation, placement
Languages: English
Description: We developed a dictation test (25 sentences) and are studying whether it should and can be added to the procedure used at ELI to place students in various levels of our intensive courses. The criterion for the accuracy of student placement is teacher evaluation of students. Research questions include: 1) Which of several scoring methods for the dictation test is most reliable and efficient? 2) Does the dictation test contribute information about students which is different from the information given by the currently-used placement test? 3) If so, how can the dictation test be used in conjunction with existing placement procedures to improve decisions on student placement.
Status: ECD: December 1978

S10
Name: Anne Corrigan
Address: see #S9
Associates: Barbara Dobson, Ellen Kellman, Mary Spaan, Steve Tyma, John Upshur
Title: English Placement Test, Forms B and C
Areas: proficiency, placement
Languages: English
Description: The English Placement Test, by Mary Spaan and Laura Strowe (1972), is used to place students in the ELI's intensive courses. Parallel forms of the test were needed in order to preserve test security and permit more reliable retesting of students. Therefore, the testing office staff developed Forms B and C. Each form contains 20 items testing reading comprehension. The examiner's booklet which accompanies the test includes the scripts for the listening tests, information on the reliability of the tests, and a table showing how to translate scores on Forms B and C to scores on Form A.
Status: Has been completed.
Documents: English Placement Test, Forms A, B, and C. Published in 1978 by the English Langugae Institute. Also available: Examiner's Booklet and tape of the scripts for the listening tests. For Information, write to ELI Publications, English Language Institute, 2001 UB, University of Michigan, Ann Arbor, MI 48109

S11
Name: Anne Corrigan
Address: see #S9
Associates: Barbara Dobson, Mary Spaan
Title: Multiple-Choice Cloze Tests as Part of an English Proficiency Battery
Areas: proficiency, cloze
Languages: English
Description: Several multiple-choice cloze tests were administered along with a English proficiency battery to non-native English speakers. The distractors in the MC cloze tests are the most frequent errors made by similar subjects who took the same cloze tests in a supply format. Research questions include: 1) How well does an MC cloze test predict impromptu written composition scores when one controls for the linear effect of an objective test (grammer, vocabulary, and reading comprehension) of English proficiency? 2) What is the relationship between MC cloze and supply cloze tests? 3) Is using an MC cloze test a feasible alternative to using a written composition to test English proficiency?
Status: ECD: April 1979
Documents: MC cloze test will be published as part of the Examination for the Certificate of Proficiency in English (an English proficiency battery).

ELI internal research reports will be prepared in Spring, 1979.

S12
Name: Anne Corrigan
Address: See #S9
Associates: John A. Upshur
Title: Test Method and Linguistic Factors in Foreign Language Tests
Areas: listening, reading, writing, cloze
Languages: English
Description: This study was conducted to determine if there are linguistic factors, distinct from method of testing, which can be associated with unique portions of variance in a set of foreign language tests The study incorporates a multi-trait, multi-method design, in which method includes both recognition and production tasks, and measures competency in different postulated skill areas (readig, writing, and aural comprehension). Traits are represented by items testing knowledge of grammar and knowledge of vocabulary. A list of 150 sentences containing different surface grammatical structures and a list of 150 vocabulary words was compiled. Each item in the lists was rated by experienced teachers for difficulty for students of English as a second language. Six tests were constructed: three for vocabulary; three for grammar. All six tests were administered to 62 college age students of ESL. Statistical analysis of test data provides evidence for an independent method effect, and suggests that grammar can be isolated as an independent trait.
Status: Has been completed.

S13
Name: Dr. Roswitha Dabker
Address: 3 Mandowie Road
Glen Waverley, Victoria
Australia 3150
Institution: Australian Council for Educational Research
P.O. Box 210
Hawthorn, Victoria
Australia 3122
Associates: Graeme Withers, William Renchan
Title: Tests of English for Migrant Students
Areas: proficiency, diagnostic, speaking, listening, reading, communicative competence, criterion-referenced
Languages: English
Status: Has been completed

S14
Name: Richard Day
Address: Department of English as a Second Language
1890 East-West Road
University of Hawaii
Honolulu, HI 96822
Associates: Ronald Gallimore, Roland Tharp, Carol Odo, Charlene Sato
Title: Hawaii Creole English Repetition Test
Areas: proficiency, achievement, speaking

Languages: Hawaii Creole English
Description: The HCERT was developed to test the ability of children in grades K-3 to speak HCE. It is part of a series of tests designed to study HCE-speaking children. The research was done at the Kamehameha Early Education Program, a research and development program of the Kamehameha Schools/Bernice P. Bishop Estate.
Status: Has been completed
Documents: Day, R.R., R. Gallimore, R. Tharp & C. Odo. 1978. A test of performance in Hawaiian Island Creole English: The Hawaii Creole English repetition Test. *Technical Report #29*. Honolulu: The Kamehameha Schools. The Kamehameha Early Education Program.

Day, R. 1976. Language acquisition in a bicultural community: a case study in bidialectalism. ED 136 611. 1976.

Day, R. The acquisition of standard English and the maintenance of Hawaii Creole English (unpublished paper)

S15
Name: Richard Day
Address: See #S14
Associates: Ronald Gallimore, Roland Tharp, Gisela Speidel, Violet Mays, Stephen Boggs
Title: Standard English Repetition Test (SERT)
(A test designed to measure performance in standard English by children whose first language is Hawaii Creole English.)
Areas: proficiency, achievement, speaking
Languages: English
Description: The young children, in grades K-3, were tested with the SERT. It is part of a battery of tests designed to study HCE-speaking children in Hawaii. In addition, the SERT has been used on mainland USA on children whose native languages are Chinese, Japanese, Korean, Pima, Black English, and HCE. The research was done at the Kamehameha Early Education Program, a research and development program of the Kamehameha Schools/Bernice P. Bishop Estate.
Status: Has been completed
Documents: Day, R. R., S. T. Boggs, R. G. Tharp, R. Gallimore & G. E. Speidel. 1974. A standard English performance measure for young children: The standard English repetition test (SERT). *Working Papers in Linguistics*. 6/4. Honolulu: University of Hawaii 73-89.

Day, R. R., R. Gallimore, R. G. Tharp, K. S. Chan, M. E. Conner. 1978. Order of difficulty of standard English grammatical features among cultural minority groups in the United States. *Anthropology & Education Quarterly*. (to appear in the September 1978 issue)

Day, R.R., R. Gallimore, R.G. Tharp, C. Sato. 1977. SERT Transformation Study. *Technical Report #70*. Honolulu: The Kamehameha Schools. The Kamehameha Early Education Program.

Day, R. R., Differences and Similarities of Grammars in Second Language Acquisition. Paper given at the 1977 Linguistic Society of America's Summer Meeting: Honolulu, Hawaii.

Day, R. R., & C. Sato. (in press?) Categories of transformation in second language acquisition in varieties of American English. J. L. Dillard, editor. The Hague: Mouton.

Day, R. 1976. Language acquisition in a bicultural community: a case study in bidialectalism. ED 136 611.

Day, R. The acquisition of standard English and the maintenance of Hawaii Creole English. (unpublished paper)

S16
Name: Richard Day
Address: See #S14
Title: Survey of attitudes and language performance of children speaking Hawaii Creole English
Areas: proficiency, achievement, attitude, speaking
Languages: Hawaii Creole, English
Description: Children from middle socio-economic and low socio-economic schools were tested for their fluency in Hawaii Creole English and standard English. Their attitudes towards both languages were also researched.
Status: Has been completed

S17
Name: Barbara Fretz
Address: 9120 Paddock Lane
Potomac, MD 20554
Institution: Northwestern H. S.
Prince George's County Public Schools
Upper Marlboro, MD
Title: Foreign Language Study and Evaluative Reactions to Spanish and English Speakers.
Areas: attitude, listening
Languages: Spanish
Description: The study investigated the role which the understanding of a foreign language plays in the evaluative reactions of high school students to spoken English and Spanish. The subjects in the study were comprised of four groups of high school students: 1) native speakers of Spanish, 2) American students studying Spanish at an advanced level, 3) American students who had never studied a language other than English.
Status: Has been completed.

S18
Name: Cheryl Gordon
Address: BI Language Services
403 Executive Center Blvd.
El Paso, TX 79902
Title: 1. Illyn Oral Interview for Entry and Exit ESL Students
2. House Designed Achievement Testing for Our Own Courses
3. Aptitude Test for American Engineers Going to Iran to See How Readily They're Learning Persian
Areas: proficiency, achievement, aptitude
Languages: English, Persian
Status: Is in progress

S19
Name: Harry L. Gradman
Address: Department of Applied Linguistics
Education 210
Indiana University
Bloomington, Indiana 47401
Title: Reduced Redundancy Testing (The 'Noise Test')
Areas: proficiency, achievement, diagnostic, listening, validity, reliability, cloze
Languages: English
Description: The project continues work begun in 1976 on the contextualized version of the noise test. New passages are being created with greater control of vocabulary and structures within the passages Attempts are being made to make the test totally objective (i.e. multiple-choice selections at the end of each passage).
Status: Will begin soon. EDC: January 1980

S20
Name: P.J.M. Groot
Address: Institute of Applied Linguistics
Wilhelminapark 11, Utrecht Holland
Title: Operationalizing Threshold Level for English
Areas: achievement, speaking, listening, reading, writing, validity, communicative competence
Languages: English
Description: In the Council of Europe language program "The unit/credit system for modern language learning by adults" five levels of language proficiency were envisaged. The lowest level "Threshold Level" has been worked out in detail. The basis for this was a functional/notional analysis of the language needs of the target groups (what language functions should the learner be able to fulfill, what notions should he be able to express, etc.). Grammatical, lexical, phonological items are selected for inclusion in T-level not for their (supposed) intrinsic importance as part of a linguistic/ structural framework but rather for their efficiency in

facilitating verbal communication on this level. The result was a set of linguistic and behavioral specifications forming the basis for fairly detailed description of verbal behavior on Threshold Level. In this project Threshold Level is operationalised in a series of experimental tests which are tried out all over Europe. The final version of a Speciman Threshold Level test will be offered to the Council of Europe as a model for future tests of Threshold Level.

Status: EDC: Spring 1978
Documents: Project Report for the Council of Europe

S21
Name: Grant Henning
Address: UCLA/Egypt IBA Pouch
c/o Loomis Courier
104-16 101 St., So. Ozone Park
Queens, N.Y. 11417
Institution: UCLA/Seconded to Ain Shams University, Faculty of Education, Cairo, Egypt
Associates: Richard Schreck, Evelyn Hatch, Norman & Judy Gary, Thomas Hudson, Rebecca Jones-Fakary
Title: (ELTD) English Language Test Development Project of the Center for Developing English Language Teaching in Egypt (CDELT)
Areas: proficiency, achievement, aptitude, diagnostic, attitude, speaking, listening, reading, writing, culture, validity, reliability, communicative competence, cloze, recall, vocabulary grammar, cheating behavior, motivational, intensity, anxiety, cognitive style, etc.
Languages: English
Description: We have developed a series of standardized subscales (vocabulary, grammar, reading comprehension, cloze, listening comprehension, listening recall, and dictation). Each year these instruments are normed on aproximately 500 Arabic-speaking adults (at each of four year under-graduate levels), and have demonstrated reliability in excess of .90 (KR-20), and high internal validity. We have also developed a graduate level screening instrument including a subtest of composition writing, in addition to other subscales. Our M.A. students are researching a variety of affective and motivational measures.
Status: EDC: December 1978, but further work is envisioned over the next three years.
Documents: Growth Referenced Evaluation of English Language Proficiency at the English Department, Ain Shams University, Faculty of Education Center for Development of English Language Teaching—Occasional Papers, 1978. G. Henning.

Developing Language Proficiency Measures for Native Speakers of Arabic. UCLA ESL Workpapers, 1978. G. Henning.

Growth Referenced Evaluation and the Evaluative Growth Ratio. G. Henning, pending.

A Scale of Equivalence for Alternate Forms of Tests. Henning and Schreck, pending.

Status of the Ain Shams University English Language Proficincy Exam (ASUPE) Henning, a project report.

S22
Name: James Hill
Address: Language Laboratory
Faculté des Letters et Sciences Humaines
98 Bd Edoward Herriot, 06, Nice, France
Associates: Graham Dallas, Alan Varley
Title: Intelligibility of English vowels pronounced by French students
Areas: proficiency, speaking, listening
Languages: English
Description: Forty French students read 20 sentences with minimal pains for five vowel oppositions, the assessors ('naive' and experienced native speakers) identify the words used as a measure of the intelligibility of the students pronunciation. Comparison with control recording by native speakers, correlations with other measures of student performance, item analysis and implications for teaching.
Status: EDC: August 1978

S23
Name: Herbert Hilsen
Address: Apartado Aereo #4372
Cali, Colombia, South America
Institution: Universidad del Valle
Universidad Santiago de Cali
Title: Intepretive Testing vs. Discrete-Point Testing
Areas: proficiency, achievement, diagnostic, speaking, listening, reading, writing, communicative competence, cloze
Languages: English
Description: Based essentially on findings of John Oller and Heath. Testing should outline all of the grammar (in the broad sense) that the student has internalized: diction, dicto-comp; original essay; interview; role playing; and cloze are the fundamental techniques.
Status: EDC: December 1979
Documents: Language, IX, journal published by the Departamento de Idiomas, Division de Humanidades, "Examen Global vs. Examen de Puntos Aislados"

Hugo Acosta (Testing Project) Instituto Linguistico Colombiano (ILCA) Bogota D.E., Colombia

S24
Name: Yap Soon Hock
Address: Language Centre
University of Malaya
Kuala Lumpur, Malaysia
Title: Reading Proficiency Test
Areas: proficiency, reading, cloze
Languages: English
Description: Code named UMESPP—University of Malaya English for Special Purposes Project—aimed at improving reading skill of undergraduates through written materials. The test devised is a yardstick to measure the effectiveness of the instructional materials.

Status: Has been completed.
Documents: Reading for Academic Study Book 1—Student Book and Course Manual.

Reading for Academic Study Book 2—Student Book and Course Manual.

Reading Projects (Science) (to be extended to Economics and Law)

UMESPP Occasional Papers 1, 2 and 4—results of testing.

S25
Name: N. Hofmann
Address: Medienabt. Fachbereich Neuphilologik
Universtät Tübingen
Wilhelmstr. 50
74 Tübingen
West Germany
Title: Redundanz & Äquivalenz in Der Literarischen Übersetzung
Areas: reading, cloze, translation
Languages: German
Description: Measurement of syntactic and semantic transitions of five German translations of "Hamlet" with a modified application of Taylor's "Cloze Procedure".
Status: Has been completed
Documents: Disserertation, Chapter 10.

S26
Name: Lutz F. Hornke
Address: Universität Düsseldorf
Erziehungswissenschaftliches Institut
(Abt. für Bildungsforschung & Pädagogische Beratung)
Universitätsstr. 1 D-4000 Düsseldorf 1 (West Germany)
Associates: Michael Sauter
Title: "Divergente und konvergente Validität von adaptiv antwortabhängigen Testverfahren"
Areas: achievement, reading, valiity, reliability
Description: In order to discuss the validity of adaptive testing, the results of a reading comprehension test, which consists of 28 hierarchiacally structured items are compared with the results of a reading comprehension test in traditional form (converg. valid.) and with the results of a Grammar and a Vocabulary test (divergent valid.). These tests are administered to students of the English language who have just started their study at German universities.
Status: EDC: March 1979

S27
Name: Elaine K. Horwitz
Address: Department of Foreign Languages
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222
Associates: Sandra J. Savignon, Dept. of French, University of Illinois, dissertation supervisor
Title: The Relationship of Conceptual Level to the Developement of Communicative Competence in Selected Secondary French Students
Areas: aptitude, speaking, writing, communicative competence
Languages: French
Description: This project explores the relationship of an information processing variable, conceptual level with the development of second language communicative competence in selected secondary French students. It also explores the relationship of more traditional aptitude measures (MLAT) with communicative competence and the relationships among the aptitude measures.
Status: EDC: September 1978

S28
Name: George Keeler
Address: Department of Education, Universidad de las Americas
Apartado Postal 100
Puebla, Puebla
Mexico
Associates: Joan Alice Walker
Areas: proficiecy, listening, reading, writing
Languages: English
Description: We are rewriting the English Language Proficiency Exam for the University in the following areas: Grammar, Reading Comprehension, Writing, Speaking, and possibly the Listening Comprehension. We plan to make three different forms of the test. We need first to figure out what is proficiency here at the University; then we will do trial runs on the test questions we come up with, to decide which questions are good. From those that prove to be good questions we will make up three forms of the test.
Status: EDC: June 1979

S29
Name: Christine Klein-Braley
Address: Gesamthochschule Duisburg
Lotharstrasse 65
D-4100 Duisburg 1, West Germany
Associates: Ulrich Raatz
Title: Classical Test Statistics and the Cloze
Areas: validity, reliability, cloze, basic research
Languages: English, German
Description: Psycholinguistic assumptions connected with th CLOZE would seem to indicate that classical test statistics are inappropriate to the anaysis of CLOZE tests. This problem is being investigated. Furthermore the equivalence of CLOZE texts (is there such a thing as "the" CLOZE) is being examined.
Status: EDC: 1979

S30
Name: Carol Knudsen
Address: Language Section, International Summer School
Blindern, P. O. Box 10, Oslo Norway
Associates: Ted Essebaggers
Title: Nordic Language Test
Areas: proficiency, communicative competence, cloze
Languages: English
Description: We are attempting to imroprove a test developed in 72-73 for the use of Nordic Aid organizations (Denmark-DANIDA, Sweden, SIDA, and Finnaid from Finland.) The goal is to test the communicative competence of job candidates, orally and in writing. We are evaluating present tests and trying out new ones. Our work is more practical than academic.
Status: EDC: 1979

S31
Name: Jürgen Krause
Address: Ruhr-Universität Bochum
Seminar für Sprachlehrforschung
Universitätsstrasse 150
Postfach 10 21 48
4630 Bochum 1
Associates: Heinz-Jürgen v. Unwerth
Title: The Bochman Placement Test
Areas: diagnostic, listening, placement, grammar
Languages: English
Description: The Bochum Placement Test has been used in its present form since 1976. Additional parallel forms are being developed. Various test formats are planned.
Status: Is in progress
Documents: Tran, Chau und Jürgen Krause, *A Report on the Bochum Placement Test*, Bochum 1976 (unpublished manuscript)

v. Unwerth, Heinz-Jürgen, Der Bochumer Placement Test, *in:* AKS-Arbeitspapier Nr. 6, Bochum 1978.

S32
Name: Manfred Kummer
Address: Sprachzentrum
Universität Bonn
5300 Bonn
West Germany
Associates: Thies Wittig, Gabriele Preetz
Title: Evaluation and amendment of a placement test for German as a foreign language.
Areas: proficiency, diagnostic, validity, reliability, criterion-referenced
Languages: German
Description: Foreign students at Bonn University, registered or German are not yet sufficient, have to attend language courses according to their levels and needs. They are to be tested on lexis, grammar, listening, and listening comprehension, orthography and their reactions to German in German. The test is objective and criterion-referenced, continuous evaluation of the items and distractor analysis are to lead to standardization. Evaluation of results is computer-assisted.
Status: Is in progress

S33
Name: A. Latief
Address: National Center for Language Development
Jalan Diponegoro 82,
Jakarta Pusat, Indonesia
Title: Evaluation Project: English Language Teaching and Testing in Language Centers
Areas: The Effectiveness of English Language Teaching and Testing in Language Centers
Languages: English
Description:

1. To evaluate English Language Teaching and Learning at Centers in Indonesia
2. To evaluate the comparability of the major foreign donor agency test: TOEFL, Davies, AIGU and Australian Government tests.
3. To design evaluation research instruments for language training programes in Indonesia.
4. To set up a language evaluation research unit within the NCLD which will function in cooperation with suitable staff members in other instiutions.

Status: EDC: March 1977

S34
Name: Harold S. Madsen
Address: Linguistics Department
157-D Fletcher Building
Brigham Young University
Provo, UT 84602
Associates: Mona Iskander, Aliah Schleifer
Title: 1) Alternate modality listening test research
2) Research on NL Distractors for low-proficiency ESL Students
3) Research on communicative competence proficiency tests.
Areas: proficiency, speaking, listening, reading, validity, communicative competence, alternate modality listening and NL modality
Languages: English
Description: 1) ALTERNATE MODALITY LISTENING: Research demonstrates that printed cues can substitute for oral cues on standard listening tests, provided appropriate time constraints are imposed.
2) RESEARCH ON NL DISTRACTORS: Research question—Can NL distractors provide a more sensitive and accurate measure of low-level language proficiency than presently provided with target-language distractors?
3) COMMUNICATIVE COMPETENCE PROFICIENCY MEASUREMENT: Panels of expert EFL instructors screen available listening and reading tests for those with highest communicative face validity; statistical screening selects tests & batteries with highest concurrent validity.
Status: EDC: April 1978 (one phase has been completed; second phase is underway.

Documents: "Development of an Alternate Modality Listening Test" (article being featured in RESEARCH NOTES section of September 1978 issue of the TESOL Quarterly)

"Measuring Listening Indirectly through Monitor Control" in Language and Linguistics Symposium 1978 (Provo, Utah: Brigham Young University 1978). (entire proceedings estimated cost $5-$7; offprints probably will be available.)

"An Indirect Measure of Listening Comprehenshion," (publication pending).

"Matching EFL Proficiency Tests to Communicative Tasks in an Arabic-Speaking Setting" in the ELI Monthly (Dhahran, Saudi Arabia) (June 1978).

"The Effect of NL Distractors on Low-Proficiency ESL Evaluation," (publication pending).

S35
Name: Irene Mazurkewich
Address: 3589 Lorne Ave., Apt. 9
Montreal, Que., Canada
Institution: McGill University
Title: An Analysis of three methods used for eliciting data from children.
Areas: achievement, reliability, communicative competence
Languages: English
Description: Using three methods to elicit data from children from different language backgrounds, we found that there was a difference in the percentage of appropriate morphemes elicited. We suggest that the method used to elicit data may have influenced the results obtained.
Status: Has been completed
Documents: "An analysis of three methods used for eliciting data from children", presented at the International Congress of Applied Linguistics, Montreal, Canada, August, 1978.

"A Linguistic Analysis of the Speech of Children Acquiring English as a Second Language", Western Canadian Journal of Anthropology (in press).

S36
Name: Jym M. McKay
Address: Department of Speech Communication
The University of Texas at Austin
Austin, TX 78712
Title: Attitudinal Measures and Attained Levels of Proficiency in ESL
Areas: proficiency, attitude
Languages: English
Description: The investigation is in part a replication of studies undertaken by John Oller and associates (Language Learning, 27:1, pp. 1-28 and TESOL Quarterly 11:2, pp. 173-184). The purpose is to

investigate relationships between attitudinal variables an attained levels of English proficiency for a group of first-semester foreign students at the Uiversity of Texas. The subjects were native speakers of a variety of languages.

Status: EDC: Fall 978

S37
Name: L.J.A. Nienhuis
Address: Frans Instituut der Rijksuniversiteit
Drift 15
3512 BR Utrecht
HOLLAND
Title: Validation of speaking proficency tests in French
Areas: proficency, speaking, validity, reliability
Languages: French

Description: Experimental validation of speaking proficiency tests in French as a second language for Dutch students at two levels of the end of Secondary Education. For each level the sample size was N = 100. Scores on three tests were correlated to a score on a realistic interview. The test consisting of 40 questions about picture stories, and the test consisting of 22 questions with key-words in Dutch that suggest answers, proved reliable and valid, provided that all answers are scored separately (total score = sum of scores per answer); these tests may be scored by only one rater in order to reach acceptable levels of reliability and validity; administration and/or rating takes 15 minutes.

Status: Has been completed

Documents: Nienhuis, L.J.A. Onderzoek betreffende het testen van spreekvaardigheid in een vreemde taal, i.c. Frans, op de niveaus eind V.W.O. en eind H.A.V.O. In: *Congresboek Onerwijs Research Dagen 1976.* Groningen: R.U., 1976.

Nienhuis, L.J.A., e.a., Een test- en oefenvorm voor spreekvaardigheid. *Levende Taln*, 1976, *317* 224-229.

Nienhuis, L.J.A., e.a., Het toetsen van spreekvaardigheid in een vreemde taal: enkele mogelijkheden. *Levende Talen*, 1977, *322*,35-49.

Nienhuis, L.J.A. *Het toetsen van spreekvaardigheid.* 's-Gravenhage (Holland): Staatsuitgeverij, 1977.

S38
Name: Henry Niedzielski
Address: 747 AMANA St. 2009
Honolulu, HI 96814
Institution: University of Hawaii
Honolulu, HI 95825
Title: Particular Langugae Aptitudes
Areas: aptitude, speaking, listening, reading, writing, culture
Languages: English, French, Polish

Description: The hypothesis being verified is that everyone has different psycholinguistic and other aptitudes which allow him/her to learn one or more languages provided these aptitudes are utilized in the instructional system. Overt learning strategies are observed in order to reveal covert aptitudes corresponding to a modified version of the Illinois Test of Psycholinguistic Abilities. The proposed set of tests would enable the language teacher to recommend specific goals and objectives as well as learning strategies.
Status: EDC: 1979
Documents: La Psychologie Adlerienne face a certaines aptitudes psycholinguistiques particulieres dans l'enseignement individualise des langues. 1976. Proceedins of the XIIIth Congress of the International Association of Individual Psychology. Munich.

Testing some Particular Psycholinguistic Characteristics as the First Step toward Maximizing First Language Acquisition. 1976. Proceedings of the Dritte Phonologic Tagung. Salzburg.

Particular Language Aptitudes Test for Individualized Instruction. 1975. Fourth International Congress of Applied Linguistics. Stuttgart.

Some Psycholinguistic Factors in Auditory Discrimination. 1976. 14th Conference on Acoustics/Speech Acoustics and Sound Perception. Vysokie Tatry. Czechoslovakia.

S39
Name: Angela K.H. Oakeshott-Taylor
Address: FB II, Universität D-55 Trier
Postfach 3825
West Germany
Title: Development of Placement Test for First Semester Students of English
Areas: proficiency, listening, validity, cloze
Languages: English
Description: Reliable and valid tests of integrative language use. Dictation cloze, reading, reliability and valid discrete point tests of grammar and vocabulary.
Status: EDC: 1980
Documents: Angela OAKESHOTT-TAYLOR: 'Dictation as a Test of Listening Comprehension', in: Rene DIRVEN (ed.): Hörverständnis im Fremdsprachenunterricht-Listening Comprehension in Foreign Language Teaching. Kronberg/15. (Scriptor) 1977. pp. 131-154.

Angela OAKESHOTT-TAYLOR: 'Was leistet das Diktat?' In: Dokumentation eines Workshops für Testtheorie und Testkonstruktion. March/April 1977 in Tübingen. University of Bochum, West Germany. Due to appear in December 1978.

S40
Name: Kenji Ohtomo
Address: 3-11-12, Shimohoya, Hoyashi
Tokyo 188 JAPAN
Institution: Kanagawa University
Associates: ELEC (The English Language Education Council, Inc.)
Title: Testing Overall English Language Proficiency of Japanese Students
Areas: proficiency, communicative competence, cloze
Languages: English
Description: To develop the most appropriate technique of measuring communicative competence (including cloze, noise test) for Japanese students.
Status: EDC: 1980 or 1981

S41
Name: Margareta Olsson
Address: Eng. avd. Lårarhögskolan
The University
Fack
431 20 Mölndal, Sweden
Institution: Lårarhögskolan (School of Education)
Title: Intelligibility of Errors in English Produced by Swedes
Areas: communicative competence, cloze
Languages: English
Description: The investigation aimed at establishing the intelligibility of erroneous English utterances produced by Swedish school children, and at ascertaining what principles, if any, govern the Englishman's interpretations of these sentences. Students in England, studying at Colleges of Art and Polytechnic Colleges, received a continuous passage of prose which contained grammatical and lexical errors. After 15 minutes the papers were collected, and the students received the same texts again, but now with gaps instead of errors. The students were to fill in what they thought the Swedes had tried to say. The overall intelligibility of the errors proved to be high.
Status: has been completed.
Documents: M. Olsson: INTELIGIBILITY- An Evaluation of Some Features of English Produced by Swedish 14-year-olds. Gothenburg Studies in English 40. Single volumes can be ordered from: ACTA UNIVERSITATIS GOTHEBURGENSIS:, Box 5096, S-402 22 Goteborg 5, Sweden.

S42
Name: Mats Oskarsson
Address: Language Teaching Research Centre
University of Göteborg
Fack
S-431 20 Mölndal, Sweden
Title: Guided Self-Assessment in Adult Language Learning
Areas: proficiency, diagnostic, speaking, listening, reading, writing, communicative competence

Languages: English
Description: The aim of the project is to develop methods for self-evaluation of language learning results. Formal as well as informal learner-centered assessment techniques are being investigated. The work includes experiments comparing conventional testing procedures and various self-assessment methods.
Status: EDC: July 1980
Documents: Mats Oskarsson, Approaches to Self-Assessment in Adult Language Learning. Council of Europe, Division for Out-of School Education, Strasbourg, 1978. Also available from the Language Teaching Research Center, University of Göteborg, Sweden.

Mats Oskarsson et. al., "Försok med behovsanpassad undervisning i moderna sprak". Language Teaching Research Center, University of Göteborg, Sweden, 1978.

S43
Name: Charles Parish
Address: Linguistics/CESL (Center for English as a Second Language)
Southern Illinois University
Carbondale, IL 62901
Associates: John Oller, Richard Daesch
Title: Development of TENSE Test (TENSE = Test of English for Non-Speakers of English
Areas: proficiency, integrative language skill
Languages: English
Description: Three sets of reading passages, ranging from simple through intermediate to advanced with 3 tasks per set (synonym matching, multiple choice cloze, and 4-item ordering); development of equally reliable alternate forms; correlation with several major tests; correlation with placement done via other major tests (CELT, Michigan), and norming for CESL placement. We plan to produce this test as a major instrument for proficiency and achievement.
Status: EDC: August 1978

S44
Name: Major F.A. Perry, Commandant
Address: Language Standards Control Detachment
Canadian Forces Base Saint Jean
Richelain, Quebec
Canada J0J 1R0
Associates: P. Godbout; W. Popyuk
Title: Quality control of English and French language training for the Canadian Armed Forces.
Areas: proficincy, speaking, listening, reading, writing, communicative competence, cloze

Languages: English, French
Description: The development and administration, by professional test specialists, of all proficiency and progress-control tests for the Canadian Forces everywhere, began in limited form in 1968. The Detachment was expanded to its present size in 1973. Our members develop an average of six new tests per year, and we now administer in excess of 40,000 tests per year, thoughout North America, and in Europe. We have also been, or are currently, engaged in cooperative studies with the U.S. Defence Language Institute, the German Bundessprachenamt, and other Nato authorities. All tests are classified documents, and cannot be released to the general public. All of our members are interested, however, in sharing ideas with other testing professionals.
Status: All projects are ongoing

S45
Name: Linda G. Piazza
Address: College of Education
University of Rochester
Rochester, N. Y.
Title: Communicative Effects of Grammatical Errors Made by Americans Learning French
Areas: proficiency, speaking, communicative competence
Languages: French
Description: This study was undertaken in order to investigate Frenchmen's tolerance for sentences containing grammatical errors typical of Americans learning French and to establish priorities for correcting those errors. The purposes of the study were to determine (1) the degree to which the grammatical errors interfered with sentence comprehensibility, (2) the degree of irritation caused by the errors, (3) whether the errors were more readily tolerated under spoken or written mode of presentation, and (4) the rank order of the errors in terms of sentence comprehensibility, irritation, and mode of presentation.
Status: Has been completed

S46
Name: H. -E. Piepho
Address: Universität Giessen, Fachbereich Anglistik/Didaktik
Otto-Behagel-Str. 10
Philosophikum B IV
6300 Lahn Giessen 1 West Germany
Associates: Dagmar Paleit
Title: Self Assessment Study
Areas: aptitude, diagnostic, attitude
Languages: English, French
Description: In close connection with a team of 'Volkshochschul' teachers; to give the adult learner a chance to find out the best way to learn, his attitude toward learning at all, the language, the country and its people.
Status: Is in progress

S47
Name: H. -E. Piepho
Address: see #S46
Associates: Mike Freyer
Title: ZIVEH Placement Test
Areas: diagnostic, speaking, listening, reading, writing, communicative competence
Languages: English, French, Spanish
Description: It is part of a curriculum for people going to countries of the third world, which has been developed over here. The learner has to find out himself to which degree he is able to understand or speak another language.
Status: EDC: December 1978

S48
Name: William Popyuk
Address: Research & Test Administration
Language Standards Control Detachment
CFB St. Jean
Richelain, Quebec, Canada J0J 1R0
Associates: L. Lebel, J. Dion
Title: Model for an Item Bank in Second Language Proficiency Testing
Areas: proficiency, speaking, listening, reading, writing
Languages: English, French
Description: Establishing a system of item banking whereby test items at different levels of proficiency are analysed, classified and stored. Such a library stocked with item characteristics of a universal nature permit the rapid assembling of pre-normed tests.
Status: Has been completed.

S49
Name: William Popyuk
Address: see #S48
Associates: P. Brigham-King, K. Macskasy
Areas: proficiency, speaking, listening, reading, writing, cloze
Languages: English
Description: Several cloze tests have been developed at various levels of difficulty employing both random deletion and rational selection. Different frequency intervals are being explored, as well as the exact word, contextually acceptable, and multiple-choice scoring methods. Type of deletions include partial word, one word, and phrase deletions. Numerous correlations with existing standardized tests will be conducted, but more attention will be given to correlating the cloze tests with more direct external criteria such as subjective evaluations and atual writing samples.
Status: EDC: September 1979

S50
Name: Lois M. Precup
Address: American School Foundation, A.C.
Calle Sur 136, No. 135
Mexico 18, D.F. Mexico
Associates: Deanne Marein-Efron
Title: English language acquisition of four-year-olds in a bilingual school
Areas: proficiency, achievement, speaking, listening, communicative competence
Languages: English
Description: One hundred and two four-year-olds were randomly assigned to six classrooms which vary as to curriculum, language of instruction, and student composition. The curriculum variable was the presence or absence of ESL instruction; the language of instruction is either immersion English or English with some Spanish; student composition in the classrooms varies from all Spanish monolingual to all English proficient to mixed language groups. The children were pretested after the sixth week of school and will be post-tested at the end of the first school year.
Status: EDC: Open; preliminary results to be available in Sept. 1979.

S51
Name: Mariette Reed
Address: McBride 211
Educational Testing Service
Princeton, NJ 08541
Associates: Christopher C. Modu, Robert L. Coon
Title: The Validity of the Multiple-Choice Component of the Advanced Placement French Language Examination
Areas: validity
Languages: French
Description: The advanced Placement Program in Spanish Language is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and in difficulty to a full-year course in Advanced Spanish Composition and Conversation at the third-year college level. To ensure that the Advanced Placement Spanish Language Examination is maintained at its intended level, a validity study has been carried out to establish the comparability of performance of college students completing a third-year Spanish Language course in their institutions and Advanced Placement candidates. The results of the comparison between these two groups strongly bear out the contention of the Spanish Advanced Placement Development Committee that successful performance on the examination is equivalent to the performance of students who have completed six semesters of college Spanish Language Courses.
Status: Has been completed

S52
Name: Dr. Gudrun Scheibner-Herzig
Address: Fach Englisch
Pädagogische Hochschule
Platz der Weissen Rose
D-44 Münster/Westf., West Germany
Title: 1 = Investigations into nine-year-old children's foreign language learning
2 = Relations between personality and foreign language learning in fifteen-year-old pupils
Areas: 1 = achievement, aptitude, speaking, listening, reading, writing, mother-tongue achievement
2 = achievement, attitude, speaking, listening, reading, writing, interest, personality
Status: Has been completed and is in progress
Documents: Untersuchungen zur Struktur der Fremdspracheneignung bei neunjahrigen Schuern, Linguistische Berichte 39, 69-79 (1975).

Relations between Language Learning Aptitude and School Achievement, studied on 9-year-old children. In: Nickel, G.(ed.) Proceedings of the Fourth International Congress of Applied Linguistics. Stuttgart: Hochschulverlag 1976, Vol. 2, p. 379-388.

Prediction of nine-year-old Childrern's Language Learning Aptitude, IRAL XV (1977), 197-208.

A study of nine-year-old Children's Capacities in Foreign Language Learning, in: Language and Language Behavior Abstracts, AILA Supplement No. 2 S0018-S 0044319, p. 78 S00 333-78S00 337 1978.

Optimale Voraussetzungen für den Fremdsprachenanfangsunterricht: Rechtschreibung, Leseverständnis, Wortschatz, Linguistische Berichte 53, 70-79 (1978)

Untersuchungen zu Fremdsprachenleistung und Schülerperrsönlichkeit in: A. Melezinek (Herausg.) Technische Medien im Sprachunterricht. Konstanz, Leuchtturm-Verlag 1978 (Reihe: Unterrichtstechologie/Mediendidaktik, Band 5 p. 23-37.

Untersuchungen zu Fremdsprachenleistung und Schülerpersönlichkeit, System 6, 98-105 (1978)

S53
Name: Aliah Schliefer
Address: Testing Committee
English Language Institute
The American University in Cairo
113 Kasr el Aini Street
Cairo, Egypt (A.R.E.)
Associates: Harold Madsen, Jan Demming Montassir, Hoda Garas, Mona Iskandar, Mary Ann Milecki
Title: ELI Testing Project, 1976-77.
Areas: proficiency, listening, reading, cloze, vocabulary

Languages: English
Description: The purpose was to investigate, select and develop test types which were more suited to the purposes of the ELI than the commercial tests presently used (The Michigan Test of English Language Proficiency, The Michigan Test of Aural Comprehension). Importance was given to test types that were integrative measures.
Status: Has been completed

S54
Name: K. Schreuder
Address: CITO
P.O. Box 1034
Arnhem The Netherlands
Title: Tests of Listening Comprehension in Dutch
Areas: proficiency, achievement, listening, validity, reliability
Languages: Dutch
Description: Construction of tests of listening comprehension which measure the ability of students (age 13 to 18 years old) to interpret (several aspects of) spoken language, heard from tape.
Status: EDC: February 1980
Documents: M. Kreifi, J. Layton, K. Schreuder, "De Normaal Functionele Tests", *Levende Talen* 1978 No. 330

S55
Name: Donald F. Solá
Address: Language Policy Research Program
Morrill Hall
Cornell University, Ithaca, NY 14853
Associates: Rose-Marie Weber, Anatoli Vera Alvarez
Title: Experimental Project in Bilingual Education
Areas: proficiency, achievement, speaking, reading, writing
Languages: Quechua, Spanish
Description: Formative evaluation of language proficiency and achievement is part of an experimental program in Quechua-Spanish bilingual education for children in rural Peru who speak Quechua as a mother tongue. The project has involved, among other things, materials preparation and curriculum development, training teachers and supervisors, and research. It has been undertaken jointly by the Peruvian Instituto Nacionalde Investigación y Desarrollo de Educación, and the Fifth Region of Education with support from the US Agency for International Development and technical assistance from Cornell University.
Status: EDC: This is a continuing action project. We hope that some forms of evaluation will be built into the regular activities of bilingual education.

S56
Name: Linda Cansler Soliman
Address: English Language Institute
The American University in Cairo
113 Kasr el Aini Street
Cairo, Egypt (A.R.E.)
Associates: Jan Demming Montassir, Hoda Gares, Mona Iskandar, Mary Ann Milecki, Aliah Schliefer, Harold Madsen
Title: ESL Testing Project, 1977-78
Areas: proficiency, listening
Languages: English
Description: There has been an attempt to develop a listening battery of tests and then develop equivalent forms. We have worked with a memory span test and a lecture test developed at AUC.
Status: EDC: May 1979

S57
Name: Linda Cansler Soliman
Address: see #S56
Associates: Hoda Garas, Jan Demming Montassir, Mona Iskandar, Mary Ann Milecki
Title: Obtaining Equivalent Forms for a Battery of Vocabulary Tests
Areas: proficiency, cloze, vocabulary, reading, equivalent forms
Languages: English
Description: The testing committee of the ESL has been developing English proficiency tests. Two forms of an experimental vocabulary battery with three subtests (multiple-choice cloze, guessing from context and inflectional endings) were developed and tested for equivalence. The criteria for equivalence were equal means, equal variances, and equal correlations with related criteria. Two forms of the battery were administered to two independent samples of ESL students and were found to be equivalent.
Status: Has been completed

S58
Name: Jeris E. Strain
Address: 234 Acacia Avenue
Tracy, CA 19376
Institution: Moza English Language Consultants
Title: Iran's 12th Grade English Examination
Areas: achievement, reading, writing, communicative competence, cloze
Languages: English
Description: Paper outlining design changes of 12th Grade Graduation English Examination.
Status: Has been completed
Documents: Paper read at 9th APEI Seminar (Iran) In Seminar Proceedings

S59
Name: Jeris E. Strain
Address: see #S58
Institution: Moza English Language Consultants
Title: Preliminary evaluation of English language achievement of children in junior high school and high school in Iran.

Areas: achievement, diagnostic, reading, writing, communicative competence
Languages: English
Description: Analysis and evalution of final English examination results for children in Grades 6-11 at the Farah Educational Institute, Tehran, Iran.
Status: EDC: Spring-Summer 1979

S60
Name: Jeris Strain
Address: see #S58
Institution: Moza English Language Consultants
Title: a. English Language Pretest for Technical Training in Electronics
b. English Language Pretest for Technical Training in Computer Science
Areas: proficiency, diagnosic, reading, cloze
Languages: English
Description: Evaluation of student English language ability at ESP level to identify probable achievement in English self-study/tutorial technical courses.
Status: Has been completed

S61
Name: Klaus Uellenberg
Address: Sonntagstr. 32
5600 Wuppertal 2
West Germany
Institution: University of Cologne
Associates: Norbert Bolz, Horst Zimmermann
Title: GART (Grammar and Reading Test)/ The development of grammatical skills in the last three years of the German High School System.
Areas: proficiency, achievement
Languages: English
Description: A Grammar and Reading Test (GART) was given to approximately 300 11th-graders. Before they leave school after having finished 13th grade the candidates will be tested again. Because the pupils are usually taught interpretative skills in the last 3 years of German Secondary Schools the purpose of the retest is to determine whether their grammatical proficiency has increased
Status: EDC: December 1981

S62
Name: Klaus Uellenberg
Address: see #S61
Institution: Universty of Cologne
Associates: Christin Grieser-Kindel, Norbert Bolz
Title: The Use of Diagnostic English Grammar Testing
Areas: diagnostic
Languages: English

Description: A Diagnostic English Grammar Test (EDGT) was developed testing the areas of English grammar that present the most problems for learners. It was given to approximately 150 11th-graders of German Secondary Schools. After 4 months of remedial teaching and individual counseling based on the test results the candidates will be tested again. The purpose of this project is to determine the effectivity of diagnostic grammar tests and remedial measures.
Status: EDC: December 1979

S63
Name: J. M. Ulÿn
Address: Department of Applied Linguistics T. H. Eindhoven
P.O. Box 513 5600 MB Eindhoven Holland
Institution: Eindhoven University of Technology
Associates: G.A.M. Kempen
Title: Testing of fluency in foreign language speaking
Areas: proficiency, diagnostic
Languages: French
Description: Automatic fluency analysis of foreign language speech recorded on tapes according to conceptualism and formulation stages in speaking, listening for evaluation of free speaking tasks in foreign language tests and examinations.
Status: Will begin soon

S64
Name: J.M. Ulÿn
Address: see #S63
Associates: J. Ledieu, M.G. Sampic, P. Vosseu, G. Kempen
Title: SHADOK—project on foreign language reading comprehension for vocational purposes.
Areas: proficiency, diagnostic, reading, validity, reliability
Languages: French
Description: Construction of a test of technical French reading (testing comprehension by performing technical instructions presented by a visual display as an apparatus nick-named SHADOK) in order to investigate reading processes and the role of the first language in them (3 different hypotheses), testing of its vocabulary, reliability, reading measures.
Status: Has been completed.
Documents: Ulÿn J.M. (1975) Analyse d'erreurs et comprehension e'crite d'une langue secunde a buts vocationnels. ITL, 28, 17-13

Ulÿn J.M. (1977) An intergrated model for first and second language comprehension and some experimental evidence about the contrast analysis hypothesis, Lynsein, 5 (3), 182-199.

Ledieu, J. H. P. G. (1972a) Shadok systems and hardware, internal report, Eindhoven University of Technology, Dept. of Electrical Engineering.

S65

Name: Heinz-Jürgen von Unwerth

Address: Ruhr-Universität Bochum
Seminar fur Sprachlehrforschung
Universitätsstrasse 150
Postfach 10 21 48
4630 Bochum 1

Associates: F. Denig, L. Laukemper

Title: English Reading Comprehension Test for Psychologists

Areas: diagnostic, reading

Languages: English

Description: The test is intended to diagnose the reading skill in English of German students of psychology in order to help them with their reading programs.

Status: Is in progress

Documents: Denig, F., L. Laukemper, H.-J. von Unwerth, Englische Lesekenntnisse von Psychologiestudenten im Grundstudium, Psychologische Rundschau (forthcoming).

S66

Name: Bernd Voss

Address: Päd. Hochschule Westfalen-Lippe
Abt. Bielefeld, FB III
Universitätsstr, 48 Bielefeld
West Germany

Title: Perception strategies of German speakers of English

Areas: listening

Languages: English

Description: Clarification of (psycho-) linguistic basis for listening comprehension tests; corpus investigated drawn from transcription (in orthography) attempts of German speakers of English.

Status: EDC: 1980/81

Documents: "Hesitation Phenomena as sources of Perceptual Errors for Non-Native Speakers" pre-print University of Trier L.A.U.T. 25, 1977

APPENDIX 1

Languages (Numbers refer to individual entries)

English: 1,2,3,4,5,6,8,9,10,11,14,16,17,19,20,21,22,23,25,27,28,32,34,36,37,38,39,40,41,42,43,47,49,51,52,55,58,64,67,70,71,78,81,88,89,90,91,93,95,97,101,103,104,105,109,110,112,113,114,120,124,128,129,131,132,133,134,136,137,139,142,147,148,149,150,151,152,153,155,156,158,159,160,161,164,165,166,168,169,171,173,174,175,177,178,179,181,182,189,191,193,194,195,201,203,205,206,213,215,216,217,218,220,S2,S3,S4,S6,S9,S10,S11,S12,S13,S15,S18,S19,S20,S21,S22,S23,S24,S26,S28.S29,S30,S31,S33,S34,S35,S36,S38,S39,S40,S41,S42,S43,S44,S46,S47,S48,S49,S50,S53,S56,S57,S58,S59,S60,S59,S0,S65,S66

French: 6,15,21,24,26,37,39,40,41,45,49,56,59,60,64,65,68,69,72,74,77,84,96,99,100,105,106,111,118,121,123,128,140,141,143,144,148,158,159,162,163,164,167,168,182,183,185,188,191,198,204,207,208,209,210,211,S8,S27,S37,S38,S44,S45,S46,S47,S48,S51,S63,S64

Spanish: 6,8,12,19,22,25,30,39,49,50,64,65,72,74,77,81,84,85,96,103,111,117,126,135,143,157,158,159,164,167,176,180,183,186,190,193,207,S17,S48,S55

German: 6,29,37,39,40,41,44,57,64,74,77,79,84,94,102,115,116,117,125,127,158,159,167,172,183,196,197,207,S5,S7,S25,S29,S32

Russian: 6,54,63,98,118,158,159,187,207

Arabic: 6,58,92,202,207

Hebrew: 7,18,162,192,207

Dutch: 39,40,41,117,S54

Italian: 9,118,158,159,207

Japanese: 117,191,207

Latin: 78,84,199

Thai: 6,117,212

Chinese-Manderin: 6,118

English Creole: (Hawaiian) S14,S16

Filipino: 31,82

Finnish: 118,203

Korean: 6,117

Persian: 119,S18

Polish: 148,S38

Portuguese: 31,82

Swedish: 61,118

Vietnamese: 6,118

Afrikaans: 118

Cakchiquel: 117

Chinese-Cantonese: 118

Danish: 118

Greek: 199

Hawaiian: 13

Indonesian: 117

Navajo: 119

Niuean: 118

Norwegian: 118

Quechua: S55

Samoan: 117

Serbo-Croation: 119

Tahitian: 117

Tongan: 117

APPENDIX 2

Areas (Numbers refer to individual entries)

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Achievement: 1,4,8,9,12,15,21,24,26,28,35,36,37,45,49,54,56,57, 60,65,68,69,74,76,77,78,79,80,81,84,85,86,87,88,93, 99,100,105,106,108,110,117,118,119,123,124,126,127, 128,135,140,145,146,147,158,159,165,166,167,168,169, 172,174,175,176,178,184,185,186,187,188,192,197,198, 204,208,218,219,S6,S8,S14,S15,S16,S18,S19,S20,S21, S23,S26,S35,S50,S52,S54,S55,S58,S59,S61

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